

A FOLLOW-UP STUDY OF THE GRADUATES OF THE NATHAN B.
FORREST ELEMENTARY SCHOOL, ATLANTA 12, GEORGIA
1956 - 1961

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DEDICATION

To My Beloved Family

My Wife, Jonnie Ruth

My Son, Andrew, III

My Daughter, Arnetta Alicia

My Aunts, Mariah, Josephine and Frances

For

Their kindness, devotion, inspiration

and encouragement

A. O. H.

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A. O. H.

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CHAPTER I

INTRODUCTION

Rationale.--Today's youth stand at the crossroads of a new era. They are confronted with the complexity of a changing world, marked by chaos and confusion. They find themselves face to face with many difficult situations in which they will have to make wise decisions that may well determine their future.

It is the place of the elementary school to gear its program to the needs of today's youth since the greater part of the formative years are spent in the elementary school.

For increasing concern by many leaders in education, government, and business over the perplexing problem of school drop-outs should cause the elementary school to re-evaluate its program.

Authorities agree generally that programs to keep children in school must contain these basic parts:

Counseling - More experienced counselors are needed for every grade level. Such guidance is important to every student, not just those encountering difficulty. Counselors must be able to work with parents who may be creating the environment that is the real reason a child leaves school.

Curricula - Not all students are capable of taking and mastering the same courses. This does not make the educational needs of below average students any less than those of superior ones. Instead, different kinds

of training are needed. Schools should be interesting and meaningful for all students not just those going on to college. Curricula changes will necessitate developing new books, new courses and special training for teachers.

Work Experience - Programs which combine school with actual job experience may be the best solution for the student who would leave school completely. Many educators believe the work experience programs, valuable as they may be, are only "nibbling at the edges" of the real drop-out problem.

The elementary and high school must have some criteria for determining their effectiveness on the post-school lives of the individuals who have received their services. The school personnel cannot properly administer their programs so that they can avoid past mistakes made with pupils who have left and meet present needs of the pupils that are presently enrolled unless data have been collected from individuals who have been products of the school. The follow-up study is valuable in this respect according to Traxler, who has the following to say:

Young people who leave school either by graduation or by dropping out are followed up for one or more of three main purposes:

1. To help individuals with their adjustmental problems after leaving school.
2. To gather data for use in evaluating the instructional and guidance program of the school.
3. To gather information of general interest concerning those who have left.¹

Stratemeyer and her associates concluded that the follow-up study

¹ Arthur E. Traxler, Techniques of Guidance (New York: Harper and Brothers, 1945), p. 146.

is a test of the curriculum. Their conclusion was as follows:

Putting the curriculum to test means more than just gathering statistics about grade achievement, skill attainment and factual learning. A curriculum which is based on life situations growing out of needs, interest, and concern of learners must necessarily be evaluated in terms of life's activities as they are participated in from day to day by boys and girls, by teachers and administrators, by parents and employers. The real test of the curriculum is whether or not boys and girls are learning to live and work in ways that have desirable¹ effects on their lives now and as adult members of society.

It seems apparent, then, that the extent to which the school has been effective can be viewed only through the successful adjustment former students have made to post-school life. Hence, the follow-up study which deals directly with human interest, live material and direct contact with former students will furnish or provide a valid means of determining the effectiveness of the school's program.

Statement of the Problem.--The problem involved in this study was to gain information regarding the academic and vocational destinations of the one hundred four former students at Nathan B. Forrest Elementary School, Atlanta 12, Georgia, for the years 1956 through 1961. The emphasis was upon the educational advancement, occupational status, and the opinions of the graduates towards the training they received while in the Nathan B. Forrest Elementary School.

Limitation of Study.--This study was limited to the data obtained from the questionnaires, official school records, and interviews of the one hundred four former students of Nathan B. Forrest Elementary School for the years 1956

¹ Florence B. Stratemeyer, Hamden Forkner, L. Forkner, and Margaret G. McKim, Developing A Curriculum for Modern Living (New York: Teachers College, Columbia University, Bureau of Publications, 1957), p. 378.

through 1961. This study was further limited to the extent to which these 104 young subjects could respond to the content of the questionnaire blank designed to fulfill the indicated purpose of the study. The "criterion of reliability" for appraising the data obtained was the accuracy and authenticity of the responses of the subjects to the respective questionnaire items.

Purpose of the Study.--The general purpose of this study was to ascertain the extent to which the Nathan B. Forrest Elementary School, Atlanta Georgia, has been effective in motivating and assisting its graduates in continuing their academic and vocational destinations; and to analyze the factors that have hindered, or helped, the school in its endeavors.

The specific purposes of this study were to secure satisfactory answers to the following questions:

1. How many of the students, having completed the 7th grade at Nathan B. Forrest Elementary School, Atlanta, Georgia have now graduated from high school?
2. How many of the students, having graduated from high school are now attending college or some other training institution?
3. How many students, having graduated from high school, and not attending college or some other training institution, are employed?
4. How many students, having completed the 7th grade at Nathan B. Forrest School, Atlanta, Georgia, continued their education in high school, but did not achieve high school graduation?

5. How many students, having completed the 7th grade at Nathan B. Forrest Elementary School, Atlanta, Georgia are now participating in the civic life of the community?
6. How did the students, having completed the 7th grade at Nathan B. Forrest Elementary School, Atlanta, Georgia, achieve in the various subject areas in high school?
7. What did the students, having completed the 7th grade at Nathan B. Forrest Elementary School, Atlanta, Georgia, find to be the outstanding strengths and/or weaknesses in the curriculum of the school as they continued their educations?
8. What subjects and experiences not offered by the Nathan B. Forrest Elementary School, did the students having completed the 7th grade think should have been included in the curriculum?
9. What is the marital status of the students having completed the 7th grade at Nathan B. Forrest Elementary School?
10. What curricular experiences proved most helpful to those students having completed the 7th grade at Nathan B. Forrest School, in their various pursuits?
11. What co-curricular experiences proved most helpful to those students having completed the 7th grade at Nathan B. Forrest School, in their various pursuits?
12. What strengths and/or weaknesses in the curricular experiences have been recognized by the students having completed the 7th grade at Nathan B. Forrest School with reference to their adjustment to adult citizenry?

13. What scholastic honors and awards were won by the students having completed the 7th grade at Nathan B. Forrest Elementary School.
14. What was the relationship between the degree of academic success experienced by the students of the Nathan B. Forrest School and their further academic records?
15. What factors in the socio-economic background of the students having completed the 7th grade at Nathan B. Forrest Elementary School, seem to have significance for their future academic history?
16. What are the implications and recommendations, if any, for improving the curriculum and co-curricular experiences of the pupil population of the Nathan B. Forrest Elementary School, Atlanta 12, Georgia?

Definition of Terms.---Special terms used in this study are characterized below:

1. "Follow-up Study" - refers to the use of techniques designed to locate former students and ascertain information pertinent to their progress and activities since graduating or leaving school.
2. "Graduate" - refers to students who complete the minimum requirements set forth by school administrators for receiving a high school diploma.
3. "Curriculum" - refers to all the activities and experiences provided for the students by the school.

Locale of the Study.---Nathan B. Forrest Elementary School is located in northeast Atlanta, Georgia, zone 12, at 608 Forrest Road. During the time the subjects involved in this study were enrolled in the school, it was an eighteen classroom brick building, including a library, cafeteria,

auditorium, principal's office, teacher's lounge and a small clinic area. The staff and faculty was comprised of the following: A principal, secretary, eighteen classroom teachers, three cooks, two maids and a janitor.

Nathan B. Forrest was formerly occupied by white pupils, but the neighborhood was rezoned for light business and many Negro families purchased homes in it; since that time, the pattern of the community has changed and as a results, Forrest School has sixteen additional classrooms and a larger staff and faculty personnel consisting of: A principal, two secretaries, thirty-four classroom teachers, five cooks, three maids, two janitors, one art teacher, one librarian, one speech correctionist and a band instructor.

Inasmuch as the subjects involved in this study have graduated from Nathan B. Forrest Elementary School, the center of the field work connected with gathering data was David T. Howard High School. It is the policy of the Atlanta Board of Education to send the elementary school records to the high school when the students finish a particular elementary school; therefore, the researcher spent part of the month of May at David T. Howard High School gathering necessary data from the official elementary and high school records of the subjects involved in the study.

Description of Subjects.--The subjects involved in this study were the one hundred-four, 1956 graduates of the Nathan B. Forrest Elementary School, Atlanta 12, Georgia, as documented by the official school records of the one hundred-four graduates who were potential subjects for this research; the study is based on the data derived from the ninety graduates contacted and who cooperated by executing the questionnaire instrument and appearing for interviews.

Instruments and Materials.--The following types of instruments and materials were used to gather the data:

1. A specially designed questionnaire to secure data such as: Present job, marital status, community status, and vocational preparation - these data were not found on the official records.
2. The permanent records of the subjects were analyzed for grades, honors won, names, addresses and sex; and socio-economic factors as: Parent's occupations, family status, house and dwelling areas, parent's education and the number of children in the graduates' families.
3. A questionnaire with a letter explaining the study and a stamped self-addressed envelope were sent to the one hundred-four graduates of Nathan B. Forrest Elementary School.
4. The questionnaire and school records were supplemented by a personal interview whenever possible and deemed necessary by the researcher.

Method of Research.--The method of research used in this study was the Descriptive-Survey, employing the techniques of questionnaire, analysis of available records, and personal interviews.

Procedure.--The following procedural steps were used to achieve the purposes of this study:

1. Permission to do this study was secured from the proper authority.
2. A survey of the literature related to this research was made and is herewith summarized for presentation in the finished thesis copy.
3. The elementary and high school records were analyzed for test data, certain socio-economic factors as: parent's occupation, source of income, home type and dwelling area, grades, honors won, names, addresses and sex. This information was recorded on a form designed for recording such information. (copy of form in Appendix)
4. A questionnaire with a letter explaining the study, and a stamped self-addressed envelope were delivered to each subject residing in Atlanta. (A copy of letter and questionnaire in Appendix)

5. The City Directory was used when necessary to check and verify addresses.
6. Interviews were held to supplement or to authenticate the data of the school records and questionnaire, and to gain information regarding the socio-economic factors of the subjects background.
7. Questionnaires were mailed to subjects residing in places other than Georgia.
8. The data from the returned and usable questionnaires, the records, and interviews were assembled in appropriate tables which constitute the basis for the analysis and interpretation of these data.
9. The findings, conclusions, implications and recommendations derived from the analysis and interpretation of the data have been incorporated in the finished thesis copy.

Collection of Data.---During the latter part of the 1961-62 school term and the first week of June, questionnaires were delivered to ninety or 87.0 per cent of the graduates residing in Atlanta. Questionnaires were mailed to ten or 10.0 per cent of the graduates residing outside of the city of Atlanta. Of the total population, four or 3.0 per cent of the graduates were incarcerated. For reasons beyond the researcher's control, questionnaires were not mailed to these subjects.

The data from the total number of questionnaires returned by the graduates were tabulated with the results presented in tables according to number and per cent of such items stated on the questionnaire.

Part of the month of May was spent analyzing the elementary and high school records of each graduate. The data from these records were tabulated with the results presented in tables according to number and per cent.

Value of the Study.---The value of this study, perhaps will inhere in the extent to which it has revealed valuable information concerning the employment market for graduates and non-graduates. It has been helpful in

revealing the extent to which the Nathan B. Forrest School has equipped its graduates for high school work. It has revealed the extent to which the school has helped its graduates to adjust to post-school life. It has provided data relative to the accomplishments and failures of the graduates of the school. It may be used as an authentic basis for revising the curriculum offerings of the school. It provides a basis for helping to establish an adequate and functional guidance program at the Nathan B. Forrest School; and it provides insight for persons generally involved in providing guidance for similar populations. It has served as a check upon the effectiveness and adequacy of the co-curricular activities upon the training of the students; the study may serve as a record of achievement by the graduates of Nathan B. Forrest Elementary School.

Survey of Related Literature.--The literature pertinent to this study was surveyed under the following headings:

1. The value and usefulness of the follow-up study.
2. The value of a guidance program.
3. The follow-up study as a test of the curriculum.

The Value and Usefulness of the Follow-up Study - Hamrin and Erickson

list five distinct values obtained in following up the graduate of a secondary school. They are:

1. Continued interest in a person after he has left a particular institution has a most salutary effect on him.
2. The results of such a program can be of tremendous significance to the individual school in evaluating its own work.
3. The school must demonstrate interest in its products if it is to win the confidence of prospective employers.

4. Such an endeavor promotes confidence on the part of the community towards the school, its administrators, faculty, student-body and graduates.

5. A follow-up program can be of worth to the pupil still in school, especially if he has some part in a program¹.

Robert Hoppock believes that

the follow-up study is valuable and useful because it goes wherever the former students go. It has no geographical boundaries. It reveals the true extent of the employment market and the kind of jobs graduates and other school-leavers are able to get in the open competition in the labor market.²

Paul Witty feels that

this technique is of value because it is one which lends itself most profitable to a study of the human resources of a community, and that such a survey might have as its broad purpose an investigation of ways and means in which every member of the community could be helped in his efforts toward full development.³

It is the opinion of Glen E. Smith that

the follow-up study is inevitably a counterpart of placement services whether the latter is concerned with assisting the individual to make a satisfactory job connection and adjusting to it, or whether it be related to the next step in the school program or the community. Lack of coordination of this function would result in confusion and employer dissatisfaction with the school as a source of young workers.⁴

Hollis L. Caswell feels strongly that

this kind of survey sometimes serves a useful function in stimulating curriculum change revealing weaknesses in the existing curriculum.

¹ S. A. Hamrin, and C. E. Erickson, Guidance in the Secondary Schools (New York: D. Appleton Century Company, 1939), pp. 319-20.

² Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, Inc., 1957), p. 202.

³ Paul Witty, The Gifted Child, The American Association for the Gifted Children (Boston: D. C. Heath and Company, 1951), pp. 63 and 104.

⁴ Glen E. Smith, Counseling in the Secondary School (New York: The MacMillan Company, 1955), p. 26.

Such surveys are generally of value in revealing the major needs in a program of curriculum improvement and in indicating what is required to establish favorable conditions. There are numerous instances in which the recommendations of survey reports have led to the establishment of organized curriculum work to the improvement of the existing arrangements.¹

The Value of a Guidance Program - According to Daniel Schreiber, Director of the National Education Association's Projects, School Drop-outs,

counseling has little value after the pupil has made up his mind to leave school. To be effective, it ought to come as early in the life of the potential drop-out as possible. For this reason, students of the problem recommend that each pupil be tested early and regularly, and that the information thus acquired be readily available to the classroom teacher.

The lack of guidance in many schools is partly responsible for this situation. Sincerely the guidance program should be the responsibility of the entire staff.²

Jerome Seidman holds that

society makes whatever it wishes of youth, in accordance with its own momentary needs. He feels that society has a definite responsibility for seeing that conditions are set up within it which enables the adolescent to fulfill his fundamental needs. Only when there is concerted community planning and provision toward that end can the various sub-divisions of the social group make effective contributions. Included in the sub-groups are the schools.³

Stiles and Dorsey report that

the responsibility of conducting follow-up investigations fall upon the guidance specialist. These investigations are made in an effort to determine how effectively young people adjust to experiences after they are out of school. The information gained from such studies can be used effectively in planning for curriculum

¹Hollis L. Caswell, Curriculum Improvement in Public School System (New York: Teachers College, Columbia University, 1950), p. 57.

²NEA Research Memo, School Drop-outs, A report prepared by the National Education Association of the United States (Washington 6, D. C., 1961), p. 9.

³Jerome M. Seidman, The Adolescent (New York: Henry Holt and Company 1953), pp. 83-84.

revision, counseling, and improving placement services.¹

Kelly states with reference to the guidance counselors in stimulating pupil self-direction that:

Whether...instructional content is in special curricula, as social studies, health, education, language arts, or in core units, guidance people at times have a major contribution to make to the teaching content. Together with the teacher, they may work on meaningful social, as well as other, adjustments of pupils, assisting them in self-direction towards solving their own problems.²

The Follow-up Study as a Test of the Curriculum - Before schools revise their curriculums, they must have some knowledge of how successful former students and graduates have been fitting into society socially, physically and economically. The position of graduates and former students in later life will determine this adequacy of the educational program of the school today.

Henderson and Goerwitz emphasize the overall purpose of the follow-up technique to be:

The administrator and the faculty in a local school need a practicable technique which will allow them to access the climate of opinion they face in their school's "family" -- parents, non-parents, teachers and students concerning the school's responsibility for and success in meeting the more important real-life needs of youth.³

With the growing interest and activities in secondary school curriculum revision programs in many parts of our country, the need for evaluation of the present educational program grows with much proportion. Increasing concern for the help secondary school students receive in making adjustments while in later life is a fundamental part of the present day curriculum planning. Formerly

¹Lindley Stiles, and Mattie Dorsey, Democratic Teaching in Secondary Schools (New York: J. P. Lippincott Company, 1950), p. 262.

²Janet A. Kelly, "Teamwork in Guidance and Curriculum," Bibliog Tabs Occupation, XXX (November, 1952), 404.

³Kenneth B. Henderson and John E. Goerwitz, How to Conduct a Follow-up Study (Chicago: 1950), p. 8.

the course of study was narrow and had as its aim the preparation of young people for college. The school should be aware of the changing conditions in the world and should be willing to make desirable changes in their programs as often as the need arises.¹

The function of the school is to help learners investigate the facts which are within their comprehension and appraise present situations. They should be helped to identify unresolved problems, to understand the processes through which social change comes about, and to gain vision of the possibilities which can result.

The total life curriculum of the child is made up of all their experiences. The guidance which the school provides in dealing with these experiences--the school curriculum occupies only a small part of the school-day and a few years of life. Yet those concerned with developing the school curriculum are committed to helping learners deal with home and community experiences in such a way as to grow in ability to act upon democratic values in meeting situations of everyday living.²

Kohler and Fontaine in one of a series of three articles on school drop-outs have the following to say on the subject:

Today everybody attacks the schools; they are blamed for everything from our second place in the space race to juvenile fads. Part of the reason for this is that the schools' job is changing faster than school people are ready or able to admit. Perhaps because there is no other agency that reaches all youths everywhere in the country, the schools are increasingly given the responsibility for everything that happens to kids up to the age of eighteen or so.

This trend is speeded by the curtailed place of the family in a child's world. More and more parents haven't been able, haven't known how or haven't cared enough to give their kids the kind of training, discipline and information they need to get along in the world's most highly sophisticated economy. Nor, in many places, have they been willing to pay the cost of having the schools meet their increased responsibilities.

A few broad-thinking school people have accepted the new responsibilities and, against great odds, have opened up exciting

¹

National Education Association, "Studies of High School Graduates," Research Bulletin (Washington, April, 1950), p. 1.

²

Stratemeyer, op. cit., p. 378.

new ways to bring light into the frustrated and aimless lives of a generation that increasingly feels unwanted. Most have not. Thus the school's failure is one of a complex of causes that is leading us to waste a million kids a year. These wasted youngsters are both dropouts and high school graduates who have learned no skill that any employer wants to buy. They are wasted because we neither keep them in school or give them jobs.¹

Curriculum changes are the center of concern for many of those interested in attacking the problem of drop-outs. They point out that the curriculum meets the needs of only the minority, about 30 per cent, which goes on to college.

A curriculum tailor-made for the individual is the goal of educators who believe that pupils drop out because they have found nothing in school which meets their needs. This kind of curriculum recognizes that individual differences in mental and physical health and emotional stability, and that there are great differences in the social, economic, and cultural backgrounds of individuals.²

Hightower and others, on the basis of their study of drop-outs from elementary schools in eight Illinois counties, contend that there is a problem in the elementary grades which is being ignored.³

Livingston believes that

withdrawals from school has its beginnings in elementary school. He points out that although there is no reliable index for detecting potential drop-outs, there are signs that should be evident, for example, retardation of at least one grade, aloofness from school activities, submissiveness and introversion, broken homes, and low educational status of parents. Livingston suggests, therefore, that if the elementary school program is made to meet the special needs of all pupils, it will give much needed encouragement to those who tend to drop out of school later.⁴

¹M. C. Kohler and Andre Fontaine, "We Waste a Million Kids a Year," The Saturday Evening Post (March 17, 1962), p. 80.

²Herman L. Shibler, "Attacking the Drop-Out Problem," N.E.A. Journal (January, 1955), pp. 24-26.

³Howard W. Hightower and others, "Mystery of the Elementary Drop-Out," Phi Delta Kappan (November, 1956), p. 62.

⁴Hugh A. Livingston, "Key to the Dropout Problem: The Elementary School," Elementary School Journal (February, 1959), pp. 195-203.

Improvement in school holding power is essentially a local problem. It depends upon classroom teachers, administrators, schoolboard members, and eventually upon the taxpayer in each school district. Each group must decide the price it is willing to pay to provide a high-school education for every youth who can profit by it. Willis suggests the following remedial measures:

1. Giving pupils of limited ability work within their capacity and remedial reading and remedial arithmetic.
2. Steering pupils of limited ability to vocational work.
3. Putting potential leavers in classes of more sympathetic teachers.
4. Conferring with potential leaver's teachers to find ways of helping him get a feeling of success and to get the feeling that teachers are interested in him.
5. Letting potential leavers earn their lunches or helping them get a part-time job.
6. Giving girls reasons for waiting until they are mature to marry (in homemaking classes).¹

During a three-year treatment study of a group of intellectually capable Chicago youngsters, the Scholarship and Guidance Association found that the serious emotional problems and difficulties at home were the primary reasons for dropping out of school. They found too, that prolonged counseling or reaching the prospective drop-out too late to keep him in school was a sad commentary.²

Forty per cent of American children drop out of school before high school graduation. Beyond these, tens of thousands of other youngsters are

¹Claude C. Willis, Jr., "Program to Decrease the Number of Early School Leavers," Bulletin of the National Association of Secondary School Principals (September, 1956), pp. 93-97.

²Solomon Lichter, Elsie Rapien, Frances Seibert and Morris Sklansky, The Drop-Outs (New York: The Free Press of Glencoe, a division of Macmillan Company, 1962), pp. 253-54.

under achievers and do not function in school at the level of their intellectual competence. These drop-outs and underachievers represent a tragic waste of the resources of our young people at a time when our country needs their fullest productivity.¹

Since the socio-economic background of the students have some significance for their future academic history, it seems pertinent to mention "The Index of Status Characteristics", and index primarily of socio-economic factors.

Warner and his associates list four status characteristics as indices of ones socio-economic status. They are:

1. Occupation
2. Source of income
3. House type
4. Dwelling area

It is not the job or the house, or the income, or the neighborhood that is being measured, but the evaluation that is in the back of all of our heads - placed there by our cultural traditions and our society.²

Related Studies.--A survey of some related studies reveal the need for the follow-up study as an aid in solving many of today's educational problems. Crowder made a study as an attempt to point out some of the things that would be helpful to future students, teachers and administrators, and to give new insight to the individual needs of students. He found that two-thirds of the graduates had continued their academic preparations into adult pursuits, the remaining per cent of graduates who go directly from high

¹

Ibid., p. 2.

²

W. Lloyd Warner, Marchia Meeker and Kenneth Eells, Social Class in America - The Evaluation of Status (New York: Harper & Brothers, 1960), pp. 39-40.

school into pursuits of life had not received practical vocational offerings to meet their needs.¹

The purpose of Vivian Beaver's study was to ascertain the academic, vocational, and communal destinations of the graduates of Oglethorpe Laboratory School, Atlanta University, Atlanta, Georgia.²

In Sidney's Follow-up Study of the Graduates of the Barton County, Georgia Elementary School for the year 1956-61, she had as her major purpose to ascertain the academic and vocational destinations of the graduates.³

Dyson's purpose for doing a follow-up study was an effort to evaluate the extent to which the curriculum of his school had provided experiences which assisted its graduates in their real-life needs.⁴

Brunson made a comparative follow-up study of graduates of two high schools to determine their preparation for activities beyond the high school, and the extent to which the graduates valued the offerings of the high school curriculum. He found that there was need for study and revisions to be made in the vocational department in order that the students might be adequately prepared to enter the vocations which are available and which they enter on

¹ Alphondu C. Crowder, Sr., "A Follow-up Study of the Graduates of Winchester High from 1933 to 1943 Inclusive," Unpublished Master's Thesis, Department of Education, Atlanta University, 1954, pp. 41-42.

² Vivian R. Beavers, "A Follow-Up Study of the Graduates of The Oglethorpe Laboratory School, Atlanta University, Atlanta, Georgia, 1947-1951," Unpublished Master's Thesis, Department of Education, Atlanta University, 1957.

³ Helen Fannie Sidney, "A Follow-up Study of the Graduates of the Barton County, Georgia Elementary School, 1941-51 Inclusive," Unpublished Master's Thesis, Department of Education, Atlanta University, 1956.

⁴ Theodore Dyson, "A Follow-up Study of the Graduates of Ed Stroud High School, Oconee County, Walkinsville, Georgia," Unpublished Master's Thesis, Department of Education, Atlanta University, 1960.

leaving high school. He also found that there is need for more emphasis to be placed upon courses which will enable the graduates to integrate themselves into the civic life of their communities.¹

Summary of Related Literature.--The views of the preceding authors agree that the follow-up study is valuable and useful because it lends itself to a most profitable study of youngsters - which are very important human resources. It sheds light upon the employment market of graduates and early school leavers; it stimulates curriculum changes and improvements; and it is worthy to pupils still in school.

The preceding authors feel that the guidance program is valuable in- as much as it helps to determine how effectively young people adjust to experiences after they are out of school; it serves as a means of discovering the potential drop-out at an early age; it assists adolescents in fulfilling their fundamental needs; and it helps in stimulating pupil's self-directions toward solving their own problems.

The view points of the preceding authors with regard to the follow-up study as a test of the curriculum seems expedient here, for the opinions of graduates and early school leavers are an indication as to how successfully or unsuccessfully they have adjusted to post school life; it serves to determine if the present day curriculums are meeting the challenge of today's youth; it serves as a test to whether curriculum offerings need changing or revising; it helps learners to identify unresolved problems in meeting situations of everyday living; it helps us to understand why our schools are

¹Pierce B. Brunson, "A Follow-Up Study of the Graduates of Ballard Hudson High School, Macon, Georgia, 1948-49", Unpublished Master's Thesis, Department of Education, Atlanta University, 1955, p. 13.

blamed for all of the ills of education; it brings to light why so much valuable human resource is wasted in our youngsters yearly; and it reminds us that many indices of the drop-out are apparent in elementary school children.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Introductory Statement.--The purpose of this chapter is to present and analyze the data secured for this research from the official school records and interviews of the one hundred-four graduates of Nathan B. Forrest Elementary School, Atlanta 12, Georgia. In addition, a total of one hundred-four or 100.0 per cent of the graduates of Nathan B. Forrest Elementary School, Atlanta 12, Georgia, who were subjects for this research were located and mailed or delivered the questionnaire instrument; only ninety or 87.0 per cent of the subjects returned questionnaires that were properly executed and usable. The quantitative data are presented in a series of twenty-three tables which categorize the data under two major findings: Male and female graduates, and are treated with reference to frequency and per cent of responses to the respective items on each table.

An "interpretative summary" endeavors to pin point the interpretation of the more significant findings.

Number of Graduates Receiving Questionnaire.--The analysis of the data in Table 1, page 22, reveals the following: That ninety or 87.0 per cent and ten or 10.0 per cent of the graduates who received questionnaires live in the city of Atlanta or out of the city of Atlanta, respectively; that four or 3.0 per cent of the graduates are incarcerated.

TABLE 1

DISTRIBUTION OF THE NUMBER OF QUESTIONNAIRES DELIVERED AND
MAILED TO THE 1956 GRADUATES OF NATHAN B. FORREST
ELEMENTARY SCHOOL, ATLANTA 12, GEORGIA

Place of Residence	Receiving Questionnaires	
	Number	Per Cent
Atlanta	90	87.0
Out of City	10	10.0
*Incarcerated	4	3.0
Total	104	100.0

*

Did not receive questionnaires.

Summary.---Further, Table 1 shows that of the one hundred-four total graduates, ninety or 87.0 per cent live in Atlanta, ten or 10.0 per cent live out of the city of Atlanta; four or 3.0 per cent are incarcerated.

Geographical Location of the Graduates.---The analysis of the data in Table 2, page 23, reveals the following:

That forty-six or 44.2 per cent and forty-four or 42.2 per cent of the male and female graduates, respectively, resided in the State of Georgia. For male graduates the present residence ranged from one or 1.0 per cent for the States of Alabama, California, Florida to four or 3.8 per cent in the Armed Forces, with the remaining graduates residence ranked as: Incarcerated three or 2.9 per cent. For the female graduates the present residence ranged from one or 1.0 per cent for states of New

TABLE 2

DISTRIBUTION OF THE PRESENT GEOGRAPHICAL LOCATION OF THE 1956
GRADUATES OF THE NATHAN B. FORREST ELEMENTARY SCHOOL,
ATLANTA 12, GEORGIA

State of Residence	Male		Female		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Georgia	46	44.2	44	42.2	90	86.4
Alabama	1	1.0	0	0.0	1	1.0
California	1	1.0	0	0.0	1	1.0
Florida	1	1.0	0	0.0	1	1.0
New York	0	0.0	1	1.0	1	1.0
South Carolina	0	0.0	1	1.0	1	1.0
Tennessee	0	0.0	1	1.0	1	1.0
Armed Forces	4	3.8	0	0.0	4	3.8
Incarcerated	3	2.8	1	1.0	4	3.8
Total	56	53.8	48	46.2	104	100.0

York, South Carolina, Tennessee, with the remaining female graduates residence ranked as: Incarcerated one or 1.0 per cent.

Summary.—Further, Table 2 shows that of the total one hundred-four graduates, ninety or 86.4 per cent of them lived in Georgia, one or 1.0 per cent in Alabama, California, Florida, New York, South Carolina, and Tennessee, respectively; four or 3.8 per cent Armed Forces and four or 3.9 per cent incarcerated.

Number of Questionnaires Returned.—The analysis of the data in

Table 3, reveals the following: That forty-six or 51.0 per cent and forty-four or 49.0 per cent of the males and female graduates, respectively, returned questionnaires.

TABLE 3

DISTRIBUTION OF THE NUMBER OF QUESTIONNAIRES RETURNED BY
THE 1956 GRADUATES OF NATHAN B. FORREST ELEMENTARY
SCHOOL, ATLANTA 12, GEORGIA

Sex	Number Returned	Per Cent Returned
Male	46	51.0
Female	44	49.0
Total	90	100.0

Summary.--Further, Table 3 shows that of the ninety total graduates, that forty-six or 51.0 per cent were male and forty-four or 49.0 per cent were female.

Graduates and Non-Graduates From High School.--The analysis of the data in Table 4, page 25, reveals the following: that twenty-seven or 26.0 per cent and twenty-four or 23.1 per cent of the male and female graduates, respectively, graduated from high school; that twenty-nine or 27.8 per cent and twenty-four or 23.1 per cent male and female graduates, respectively, dropped out of high school.

Summary.--Further, Table 4 shows that of the one hundred-four subjects who enrolled in high school; 51 or 49.1 per cent graduated from high school,

TABLE 4

DISTRIBUTION OF THE 1956 GRADUATES OF NATHAN B. FORREST
ELEMENTARY SCHOOL GRADUATING AND NOT GRADUATING FROM
HIGH SCHOOL

School Leavers	Male		Female		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Graduates	27	26.0	24	23.1	51	49.1
Drop-Outs	29	27.8	24	23.1	53	50.9
Total	56	53.8	48	46.2	104	100.0

whereas, fifty-three or 50.9 per cent dropped out of high school and did not graduate.

High School Drop-Outs.--The analysis of the data in Table 5, reveals the following: that seven or 13.2 per cent and five or 9.4 per cent of the

TABLE 5

DISTRIBUTION OF HIGH SCHOOL DROP-OUTS OF THE 1956 GRADUATES OF
NATHAN B. FORREST ELEMENTARY SCHOOL, ATLANTA 12, GEORGIA

Year and Grade	Male		Female		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
1956-1957 8th	7	13.2	5	9.4	12	22.6
1957-1958 9th	12	22.6	10	18.9	22	41.5
1958-1959 10th	6	11.3	5	9.4	11	20.7
1959-1960 11th	4	7.6	0	0.0	4	7.6
1960-1961 12th	0	0.0	4	7.6	4	7.6
Total	29	54.7	24	45.3	53	100.0

male and female graduates, respectively, dropped out of school in the eighth grade; twelve or 22.6 per cent and ten or 18.9 per cent male and female graduates, respectively, dropped out in the ninth grade; six or 11.3 per cent and five or 9.4 per cent male and female graduates dropped out in the tenth grade; four or 7.6 per cent male and no female dropped out in the eleventh grade; four or 7.6 per cent female and no male dropped out in the twelfth grade.

Summary.--Further, Table 5 shows that of the fifty-three or 100.0 per cent total graduates, twenty-nine or 54.7 per cent and twenty-four or 45.3 per cent male and females, respectively, dropped out of school; twelve or 22.6 per cent while in the eighth grade, twenty-two or 41.5 per cent, ninth grade, eleven or 20.7 per cent, tenth grade, four or 7.6 per cent, eleventh and twelfth grades respectively.

Graduates Attending College or Some Other School for Advanced Study, and Employment Status.--The analysis of the data in Table 6, page 27, reveals the following: that five or 5.6 per cent and nine or 10.0 per cent of the male and female graduates, respectively are attending college; that eight or 8.9 per cent and thirteen or 14.4 per cent of the male and female graduates, respectively, are attending some other school for advanced study; that twenty or 22.2 per cent and seven or 7.8 per cent of the male and female graduates, respectively, are employed; and that nineteen or 21.1 per cent and nine or 10.0 per cent of the male and female graduates, respectively, are unemployed.

Summary.--Further, Table 6 shows that of the total ninety or 100.0 per cent graduates, fourteen or 15.6 per cent, are attending college; twenty-one or 23.3 per cent are attending some other school for advanced

TABLE 6

DISTRIBUTION OF 1956 GRADUATES OF NATHAN B. FORREST ELEMENTARY
SCHOOL, ATLANTA 12, GEORGIA, ATTENDING COLLEGE OR SOME
OTHER SCHOOL FOR ADVANCED STUDY AND EMPLOYMENT
STATUS

Data	Male		Female		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Graduates At- tending College	5	5.6	9	10.0	14	15.6
Graduates Attend- ing Some Other School for Ad- vanced Study	8	8.9	13	14.4	21	23.3
Graduates Employed	20	22.2	7	7.8	27	30.0
Graduates Unem- ployed	19	21.1	9	10.0	28	31.1
Total	52	57.8	38	42.2	90	100.0

study; that twenty-seven or 30.0 per cent are employed, and twenty-eight or 31.1 per cent are unemployed.

Schools Other Than College Attended by the Graduates for Advanced Study.--The analysis of the data in Table 7, page 28, reveals the following: that for the male graduates, the schools attended for advanced study ranged from one or 4.9 per cent for schools of Beauty Culture, Business, Vocational to three or 14.3 per cent for Mortuary Science with two or 2.9 per cent for Barbering School; no male graduates are attending Nursing school.

That for the female graduates, the schools attended for advanced study

TABLE 7

DISTRIBUTION OF GRADUATES OF NATHAN B. FORREST ELEMENTARY SCHOOL,
ATLANTA 12, GEORGIA, ATTENDING SCHOOLS OTHER THAN COLLEGE FOR
ADVANCED STUDY

Schools attended For Advance Study	Male		Female		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Barbering	2	9.5	0	0.0	2	9.5
Beauty Culture	1	4.9	5	23.4	6	28.3
Business	1	4.9	3	14.3	4	19.2
Mortuary Science	3	14.3	0	0.0	3	14.3
Nursing	0	0.0	3	14.3	3	14.3
Vocational	1	4.9	2	9.5	3	14.3
Total	8	38.5	13	61.5	21	100.0

ranged from three or 14.3 per cent for Business and Nursing to five or 23.4 per cent for Beauty Culture, and two or 9.5 per cent for Vocational. None of the female graduates are attending schools of Barbering and Mortuary Science.

Summary.---Further, Table 7 shows that of the total twenty-one graduates attending schools for advance study, six or 28.3 per cent are attending Beauty Culture School, four or 19.2 per cent Business School; three or 14.3 per cent Mortuary Science, Nursing and Vocational School, respectively. Two or 9.5 per cent are attending Barbering School; there are eight or 38.5 per cent and thirteen or 61.5 per cent male and female

graduates, respectively, attending schools other than college for advanced study. It is of interest to note that of the graduates attending schools other than college for advanced study, the majority chose Beauty Culture School.

Occupations of the Graduates.--The analysis of the data in Table 8, page 30, reveals the following: that for the male graduates, the present occupations range from one or 3.7 per cent for those employed as construction and public workers, cooks, butlers, yardmen, salesmen, porters, house painters, red caps, shoe repairmen, janitors, truck drivers, doormen to four or 14.9 per cent in the Armed Forces, with the remaining male graduates ranked as: restaurant workers, two or 7.4 per cent, and one or 3.7 per cent working a paper route.

For the female graduates, the present occupations show one or 3.7 per cent each for those employed as maids, cooks, laundry workers, seamstress, baby sitters, receptionist and clerks.

Summary.--Further, Table 8 shows that of the twenty-seven or 100.0 per cent total graduates that are employed, twenty or 74.1 per cent and seven or 25.9 per cent are male and female, respectively; that four or 14.9 per cent are in the Armed Forces; two or 7.4 per cent are employed as cooks or restaurant workers, respectively; one or 3.7 per cent of the remaining graduates employment being ranked as: construction and public workers, maids, butlers, yardmen, laundry workers, salesmen, seamstress, porters, house painters, red caps, shoe repairmen, janitors, baby sitters, receptionists, truck drivers, clerks, doormen, and paper route. None of the male and female are employed in the same occupations with the exception of one or 3.7 per cent who are cooks. It is of interest to note,

TABLE 8

DISTRIBUTION OF THE PRESENT OCCUPATIONS OF THE 1956 GRADUATES OF
NATHAN B. FORREST ELEMENTARY SCHOOL, ATLANTA 12, GEORGIA

Occupations	Male		Female		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Construction	1	3.7	0	0.0	1	3.7
Public Works	1	3.7	0	0.0	1	3.7
Maid	0	0.0	1	3.7	1	3.7
Cook	1	3.7	1	3.7	2	7.4
Butler	1	3.7	0	0.0	1	3.7
Yardman	1	3.7	0	0.0	1	3.7
Armed Forces	4	14.9	0	0.0	4	14.9
Laundry	0	0.0	1	3.7	1	3.7
Restaurant	2	7.4	0	0.0	2	7.4
Salesman	1	3.7	0	0.0	1	3.7
Seamstress	0	0.0	1	3.7	1	3.7
Porter	1	3.7	0	0.0	1	3.7
Paper Route	1	3.7	0	0.0	1	3.7
House Painter	1	3.7	0	0.0	1	3.7
Red Cap	1	3.7	0	0.0	1	3.7
Shoe Repairman	1	3.7	0	0.0	1	3.7
Janitor	1	3.7	0	0.0	1	3.7
Baby Sitter	0	0.0	1	3.7	1	3.7
Receptionist	0	0.0	1	3.7	1	3.7
Truck Driver	1	3.7	0	0.0	1	3.7
Clerk	0	0.0	1	3.7	1	3.7
Doorman	1	3.7	0	0.0	1	3.7
Total	20	74.1	7	25.9	27	100.0

that of the twenty-seven graduates that are employed, four or 14.9 per cent are in the Armed Forces with the remaining graduates being employed mainly as common laborers.

Marital Status of Graduates.--The analysis of the data in Table 9, page 31, reveals the following: that forty-one or 45.5 per cent and

TABLE 9

DISTRIBUTION OF THE MARITAL STATUS OF THE 1956 GRADUATES OF
NATHAN B. FORREST ELEMENTARY SCHOOL, ATLANTA 12, GEORGIA

Status	Male		Female		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Single	41	45.5	35	39.0	76	84.5
Married	5	5.5	7	8.0	12	13.5
Divorced	0	0.0	0	0.0	0	0.0
Separated	0	0.0	2	2.0	22	2.0
Widowed	0	0.0	0	0.0	0	0.0
Total	46	51.0	44	49.0	90	100.0

thirty-five or 39.0 per cent of the male and female graduates, respectively, are still single; that five or 5.5 per cent and seven or 8.0 per cent of the male and female graduates, respectively, are married; that no male or female graduate are divorced; that two or 2.0 per cent of the female graduates and none of the male graduates are separated, and that none of the male or female graduates are widowed.

Summary.---Further, Table 9 shows that of the ninety or 100.0 per cent total graduates, seventy-six or 84.5 per cent are single; twelve or 13.5 per cent are married; that no graduate are divorced or widowed, and that two or 2.0 per cent are separated.

Outstanding Strengths in the Elementary Curriculum.---The analysis of the data in Table 10, page 32, reveals the following: that twenty-four

TABLE 10

DISTRIBUTION OF THE OUTSTANDING STRENGTHS IN THE ELEMENTARY
CURRICULUM AS INDICATED BY THE 1956 GRADUATES OF
NATHAN B. FORREST ELEMENTARY SCHOOL, ATLANTA
12, GEORGIA

Outstanding Strengths in the Elementary Curriculum	Fre- quency	Per Cent
A Strong Language Arts Program	20	6.5
A Strong Reading Program	14	4.5
Being Helped to Develop A Sense of Responsibility	10	3.3
Being Taught Current History	22	7.0
Being Made Cognizant of The Value of An Education	6	1.9
Being Taught Parliamentary Procedures	14	4.5
Being Helped to Develop Self Reliance	4	1.3
Being Taught to "Put First Things First"	4	1.3
Being Given An Opportunity to Discuss and Comment In Class	14	4.5
Being Taught to Stick to a Task Until it is Completed	4	1.3
Being Taught to Act Ladylike and Gentlemanlike	12	3.9
Being Taught to Respect Everyone, Including Oneself	6	1.9
The Human Relation Aspect of The School	2	.7
Being Helped to Develop Good Study Habits	10	3.3
Being Helped to Develop Good Health Habits	8	2.6
Being Taught the Value of a Neat Appearance	8	2.6
Being Taught to Use the Library Correctly	12	3.9
Being Given an Opportunity to Do Research	18	5.8
Writing, Memorizing and Reciting Poems	24	7.7
Being Given The Opportunity to Express Oneself Thoroughly	6	1.9
Going on Field Trips and Excursions	16	5.1
Being Given an Opportunity to Perform Scientific Experiments	22	7.0
Creativity Periods	8	2.6
Music Enrichment Periods	4	1.3
Continued Emphasis on Correct Language	20	6.5
The Club Program	14	4.5
An Outstanding and Strong Kindergarten Program	8	2.6
Total	310	100.0

or 7.7 per cent of the graduates indicated writing, memorizing and reciting poems, as being an outstanding strength in the elementary curriculum, that twenty-two or 7.0 per cent indicated being taught current history, and being given an opportunity to perform scientific experiments, respectively, as outstanding strengths in the elementary curriculum. That twenty or 6.5 per cent indicated a strong language arts program and continued emphasis on correct language usage respectively, as outstanding strengths in the elementary curriculum; eighteen or 5.8 per cent indicated, being given an opportunity to do research, sixteen or 5.1 per cent indicated, going on field trips and excursions; fourteen or 4.5 per cent indicated, a strong reading program; being taught parliamentary procedures; being given an opportunity to discuss and comment in class, and the club program, respectively, as being outstanding strengths in the elementary curriculum. Twelve or 3.9 per cent indicated, being taught to act ladylike and gentlemanlike and being taught to use the library correctly, respectively, as outstanding strengths in the elementary curriculum. Ten or 3.3 per cent indicated as being outstanding strengths in the elementary curriculum, being helped to develop a sense of responsibility, and being helped to develop good study habits, respectively. Eight or 2.6 per cent indicated as being outstanding strengths in the elementary curriculum, being helped to develop good health habits, being helped to develop a neat appearance, creativity period and an outstanding kindergarten program, respectively; six or 1.9 per cent indicated as being outstanding strengths in the elementary curriculum, being made cognizant of the value of an education; being taught to respect everyone, including oneself; being given an opportunity to express oneself thoroughly, respectively; four or 1.3 per cent indicated as being outstanding strengths in the elementary curriculum, being

helped to develop self reliance, being taught to put first things first; being taught to stick to a task until it is completed; and music enrichment periods, respectively; two or .7 per cent indicated as being an outstanding strength in the elementary curriculum, the human relation aspect of the school.

Summary.--Further, Table 10 shows that the graduates identified twenty-seven (27) specific "outstanding strengths" in the elementary curriculum with the frequency of responses to the items ranging from a low of two or 2.7 per cent for one "strength" to a high of twenty-four or 7.7 per cent for one "strength". The frequency of responses ranked: 24, 22, 20, 18, 16, 14, 12, 8, 6, 4, and 2. It is of interest to note that the technique (activity) of writing, memorizing, and reciting poems ranked highest as an outstanding strength in the elementary school curriculum.

Outstanding Weaknesses in the Elementary Curriculum.--The analysis of the data on weaknesses in the curriculum are presented in Table 11, page 35 which shows the facts below: The outstanding weaknesses in the elementary curriculum were identified as follows: 59 or 19.6 per cent, the Science Program, fifty eight or 19.3 per cent not being taught to take notes; forty-four or 14.7 per cent, Lack of use of Resource Persons in the Community; forty-one or 13.6 per cent, the Arithmetic Program; thirty-two or 10.6 per cent, the lack of a Counseling Program; twenty-eight or 9.3 per cent, Not being taught all of the Study Skills; thirteen or 4.3 per cent, Not being taught to follow directions; ten or 3.3 per cent, the Lack of Reading Comprehension; nine or 3.0 per cent, Health not being taught as a separate subject and seven or 2.3 per cent, the Lack of electives.

TABLE 11

DISTRIBUTION OF THE OUTSTANDING WEAKNESSES IN THE ELEMENTARY CURRICULUM AS INDICATED BY THE 1956 GRADUATES OF NATHAN B. FORREST ELEMENTARY SCHOOL, ATLANTA 12, GEORGIA

Outstanding Weaknesses in the Elementary Curriculum	Frequency	Per Cent
Arithmetic Program	41	13.6
Science Program	59	19.6
Health Not being Taught as a Separate Subject	9	3.0
Lack of Electives	7	2.3
Lack of Being Taught All Study Skills	28	9.3
Lack of Use of Resource Persons in the Community	44	14.7
Lack of Being Taught to Take Notes	58	19.3
Lack of Being Taught to Follow Directions	13	4.3
Lack of a Counseling Program	32	10.6
Lack of Reading Comprehension	10	3.3
Total	300	100.0

Summary.---Further, Table 11 shows that the graduates identified ten (10) specific "outstanding weaknesses" in the elementary curriculum; the frequency of responses ranged from a low of seven or 2.3 per cent, for the Lack of electives to a high of fifty-nine or 19.6 per cent for the Science Program. The frequency of responses identifying the curriculum weaknesses ranked: 59, 58, 44, 41, 32, 28, 13, 10, 9, and 7. It is outstanding to note that the Science Program ranked highest as an outstanding "weakness" in the

elementary curriculum.

Subjects That Should Have Been Included in the Elementary Curriculum And the Degree to Which They Were Needed.--The analysis of the data on subjects that should have been included in the curriculum are presented in Table 12, page 37, and reveals the following:

That the graduates found that Foreign Languages should have been included in the elementary curriculum; the degree to which they felt they needed Foreign Languages ranged from a high of seventy or 77.8 per cent for those responding, "very much", to a low of two or 2.2 per cent for those responding, "very little"; ten or 11.1 per cent and eight or 8.9 per cent responded, "little", and "not much", respectively; the graduates indicated that Algebra should have been included in the elementary curriculum; the degree to which the graduates felt they needed Algebra ranked forty-seven or 52.2 per cent, "very much"; twenty-seven or 30.0 per cent, "much"; 9 or 10.0 per cent, "very little"; and seven or 7.8 per cent, "little"; all of the graduates found that they needed Foreign Language and Algebra to some degree; the graduates felt that they needed Orientation to High School; the degree to which they needed Orientation ranged from a high of nineteen or 21.1 per cent for those responding "very much"; to a low of one or 1.1 per cent for those responding, "little"; three or 3.3 per cent and two or 2.2 per cent responding "very little" and "much", respectively; sixty-five or 72.2 per cent of the graduates did not indicate to what degree they needed Orientation to High School; the graduates found that Health should have been included in the elementary curriculum; the degree to which the graduates felt they needed Health ranked; nine or 10.0 per cent, "very much"; five or 5.6 per cent "very little"; three or 3.3 per

TABLE 12

DISTRIBUTION OF SUBJECTS THE 1956 GRADUATES OF NATHAN B. FORREST ELEMENTARY SCHOOL,
ATLANTA 12, GEORGIA, FOUND SHOULD HAVE BEEN INCLUDED IN THE ELEMENTARY
CURRICULUM AND THE DEGREE TO WHICH THEY NEEDED THE SUBJECTS THEY
INDICATED

Subjects	Degree to Which Subjects Were Needed								Not Re- sponding		Total Fre- quencies	Total Per Cent
	Very Little		Little		Much		Very Much					
	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent		
Foreign Language	2	2.2	10	11.1	8	8.9	70	77.8	0	0.0	90	100.0
Algebra	9	10.0	7	7.8	27	30.0	47	52.2	0	0.0	90	100.0
Orienta- tion to High School	3	3.3	1	1.1	2	2.2	19	21.1	65	72.2	90	100.0
Health	5	5.6	3	3.3	1	1.1	9	10.0	72	80.0	90	100.0
The Humanities	0	0.0	0	0.0	0	0.0	2	2.2	88	97.8	90	100.0
Typing	1	1.1	3	3.3	2	2.2	45	50.0	39	43.3	90	100.0

cent "little"; and one or 1.1 per cent "much." Seventy-two or 80.0 per cent did not indicate the degree to which they needed Health; the graduates felt that the Humanities should have been included in the elementary curriculum; the degree to which they needed it ranked: two or 2.2 per cent "very much"; eighty-eight or 97.8 per cent did not indicate the degree to which they needed the Humanities; the graduates found that Typing should have been included in the elementary curriculum; the degree to which they felt they needed Typing ranked: forty-five or 50.0 per cent "very much"; three or 3.3 per cent, "little"; thirty-nine or 43.3 per cent did not respond to the item, indicating the degree to which they felt they needed Typing.

Summary.--Further, Table 12, shows that the graduates identified six (6) specific subjects that they found should have been included in the elementary curriculum; the frequency of responses to the subjects and the degree to which they were needed ranged from a high of seventy or 77.8 per cent for those who responded "very much" to Foreign Language, to a low of two or 2.2 per cent who responded "very much" to the Humanities; the highest frequency of responses for each of the six (6) subjects the graduates identified ranked: Foreign Languages, seventy or 77.8 per cent, "very much"; Algebra, forty-seven or 52.2 per cent, "very much" Typing, forty-five or 50.0 per cent, "very much"; Orientation to High School; nineteen or 21.1 per cent "very much"; Health, nine or 10.0 per cent, "very much"; and the Humanities, two or 2.2 per cent, "very much"; it is interesting to note that the subject Foreign Languages ranked highest as the subject that should have been included in the elementary curriculum.

Experiences That Should Have Been Included in the Elementary Curriculum and the Degree To Which They Were Needed.--An analysis of the data in Table 13, page 40, reveals the following:

That the graduates found that Rotation of classes should have been included in the elementary curriculum; the degree to which they felt they needed this arrangement ranged from a high of fifty-nine to 65.5 per cent for those responding "very much" to a low of zero or 0.0 per cent for those responding "very little"; "little", and "much", respectively; thirty-one or 34.4 per cent did not indicate to any degree, the need for the experience of Rotating Classes; the graduates found that they needed a Band; the degree to which they needed this experience ranked: twenty-nine or 32.2 per cent responding, "very much"; zero or 0.0 per cent responding, "very little", "little"; and "much", respectively; sixty-one or 67.8 per cent did not indicate to any degree the need for a Band. The graduates found that they needed the experience gained from working on a School Paper; the degree to which they needed this experience ranked: fifteen or 16.7 per cent "very much"; three or 3.3 per cent "little"; one or 1.1 per cent "very little" and "much", respectively. Seventy or 65.6 per cent did not indicate to any degree the need for a School Paper. The graduates found that they needed the experience of Participating in Competitive Activities outside of the school; the degree to which they needed this experience ranked: eleven or 12.2 per cent "very much"; eight or 8.9 per cent, "much"; zero or 0.0 per cent, "very little" and "little", respectively; seventy-one or 78.9 per cent did not indicate to any degree, the need for the experience of Participating in Competitive Activities outside of the school. The graduates found that some Academic Provisions

TABLE 13

DISTRIBUTION OF EXPERIENCES THE 1956 GRADUATES OF NATHAN B. FORREST ELEMENTARY SCHOOL,
ATLANTA 12, GEORGIA, FOUND SHOULD HAVE BEEN INCLUDED IN THE ELEMENTARY
CURRICULUM, AND THE DEGREE TO WHICH THEY FELT THEY NEEDED
THE EXPERIENCES THEY INDICATED

Experiences	Degree to Which Experiences are Needed								Not Re- spond- ing	Total		
	Very Little		Little		Much		Very Much					
	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent
Teacher-Pupil Conference	0	0.0	0	0.0	2	2.2	6	6.7	82	91.1	90	100.0
Inter-School Council To exchange and share Ideas with other schools	0	0.0	1	1.1	2	2.2	7	7.8	80	88.9	90	100.0
Competitive Activities Outside the School	0	0.0	0	0.0	8	8.9	11	12.2	71	78.9	90	100.0
A Band	0	0.0	0	0.0	0	0.0	29	32.2	61	67.8	90	100.0
Academic Provisions for Advanced Pupils	0	0.0	0	0.0	0	0.0	10	11.1	80	88.9	90	100.0
A School Paper	1	1.1	3	3.3	1	1.1	15	16.7	70	77.8	90	100.0
Rotation of Classes to Help Adjust to Rotation of Classes in High School	0	0	0	0.0	0	0.0	59	65.6	31	34.4	90	100.0

should have been made for the advanced pupils; the degree to which they needed this experience ranked: ten or 11.1 per cent, "very much"; zero or 0.0 per cent, "very little"; "little"; and "much"; eighty or 88.9 per cent of the graduates did not indicate to any degree, the need for Academic Provision for advanced pupils. The graduates found a need for the experience of An Inter-School Council to exchange and share ideas with other schools; the degree to which this experience was needed ranked: seven or 7.8 per cent, "very much"; two or 2.2 per cent "much"; one or 1.1 per cent, "little", and zero or 0.0 per cent "very little"; eighty or 88.9 per cent of the graduates did not indicate to any degree, the need for the experience of an Inter-School Council for the exchange and sharing of ideas with other schools; the graduates found a need for the experience of Teacher-Pupil Conferences; the degree to which this experience was needed ranked: six or 6.7 per cent, "very much"; two or 2.2 per cent, "much"; zero or 0.0 per cent, "very little"; and "little", respectively; eighty-two or 91.1 per cent did not indicate to any degree, the need for the experience of an Inter-School Council.

Summary.--Further, Table 13, shows that the graduates identified seven (7) specific experiences that they found should have been included in the elementary curriculum; the frequency of responses to the experiences and the degree to which they were needed ranged from a high of fifty-nine or 65.6 per cent for those who responded, very much to the need for the experience of, Rotation of Classes, to a low of six or 6.7 per cent who responded, "very much" to the need for the experience of Teacher-Pupil Conferences; the highest frequency of responses for each of the seven (7) experiences the graduates identified ranked: Rotation of Classes fifty-nine

or 65.6 per cent, "very much"; a Band, twenty-nine or 32.2 per cent, "very much"; a School Paper, fifteen or 16.7 per cent, "very much"; Competitive Activities, eleven or 12.2 per cent, "very much"; Academic Provision for Advanced Pupils, ten or 11.1 per cent, "very much"; an Inter-School Council seven or 7.8 per cent, "very much"; and Teacher-Pupil Conferences six or 6.7 per cent, "very much". It is of interest to note that the experience or arrangement of Rotating Classes ranked highest as the experience the graduates found should have been included in the elementary curriculum.

Curricular Experiences That Proved Most Helpful to the Graduates

In Their Present Job.---The analysis of the data in Table 14, page 43, reveals the following curricular experiences that proved most helpful to the graduates:

That five or 5.7 per cent of the graduates indicated reading and writing; that three or 3.4 per cent of the graduates indicated group discussion in social studies; that two or 2.2 per cent each, indicated, being prompt, learning to respect authority, group work, working in the cafeteria and leading devotions, respectively; Art and Creativity Periods, building stage props for plays; Ushering at Assembly Programs; Performing housekeeping duties in the Classroom; Lunch Periods; assisting the teachers; and Receiving the guest and keeping the guest book for special programs, respectively; and sixty-three or 70.0 per cent of the graduates are unemployed and did not respond to the question.

Summary.---Further, Table 14 shows that the graduates identified sixteen (16) specific curricular experiences that proved most helpful to them in their present jobs with the frequency of responses to the items ranging from a low of one or 1.1 per cent for nine (9) experiences, to a

TABLE 14

DISTRIBUTION OF CURRICULAR EXPERIENCES THAT PROVED MOST HELPFUL
TO THE 1956 GRADUATES OF NATHAN B. FORREST ELEMENTARY SCHOOL,
ATLANTA 12, GEORGIA, IN THEIR PRESENT
JOBS

Curricular Experiences	Frequency	Per Cent
Reading and Writing	5	5.7
Being Prompt	2	2.2
Library Assistant	1	1.1
Art and Creativity Period	1	1.1
Learning to Respect Authority	2	2.2
Group Work	2	2.2
Building Stage Props for Plays	1	1.1
Working in Cafeteria	2	2.2
Ushering at Assembly Programs	1	1.1
Leading Devotions	2	2.2
Helping to Make Costumes for Programs	1	1.1
Performing Housekeeping Duties in the Classroom	1	1.1
Group Discussions in Social Studies	3	3.4
Lunch Periods	1	1.1
Assisting Teachers	1	1.1
Receiving Guest and Keeping Guest Book for Special Programs	1	1.1
Unemployed	63	70.0
Total	90	100.0

high of five or 5.7 per cent for one (1) experience; the frequency of responses ranked: 5, 3, 2, (5) times, and 1, (9) times. It is outstanding to note that the skills of reading and writing ranked highest as the experiences that proved most helpful to the graduates in their present jobs.

Co-Curricular Experiences That Proved Most Helpful to the Graduates in Their Present Jobs.---The analysis of the data on the co-curricular experiences most helpful to the graduates as presented in Table 15, reveals the following significant facts:

TABLE 15

DISTRIBUTION OF CO-CURRICULAR EXPERIENCES THAT PROVED MOST HELPFUL TO THE 1956 GRADUATES OF NATHAN B. FORREST ELEMENTARY SCHOOL, ATLANTA 12, GEORGIA, IN THEIR PRESENT JOBS

Co-Curricular Experiences	Frequency	Per Cent
Boy Scouts	5	5.6
Cub Scouts	2	2.2
Y-Teens	2	2.2
Gray-Y Athletic Teams	5	5.6
Red Cross Representative	2	2.2
Art Club	2	2.2
Safety Patrol	1	1.1
Arts and Craft Club	1	1.1
Student Council	5	5.6
Girl Scouts	1	1.1
Dramatic Club	1	1.1
Unemployed	63	70.0
Total	90	100.0

That five or 5.6 per cent of the graduates indicated, Boy Scouts; Gray-Y Athletic Teams; and Student Council, respectively; two or 2.2 per cent indicated Cub Scouts; Y-Teens; Red Cross Representative; and the Art

Club, respectively; one or 1.1 per cent indicated Safety Patrol; Arts and Crafts Club; Girl Scouts; and Dramatic Club, respectively and sixty-three or 70.0 per cent of the graduates are unemployed and did not respond to the question.

Summary.---Further, Table 15 shows that the graduates identified eleven (11) specific co-curricular experiences as being the ones that proved most helpful to them in their present jobs; the frequency of responses to the items ranged from a low of one or 1.1 per cent for four (4) experiences, to a high of five or 5.6 per cent for three experiences. The frequency of responses ranked: five, (3) times, two, (4) times and one, (4) times. It is of interest to note that "Boy Scouts"; "Gray-Y Athletic Teams"; and the "Student Council"; ranked highest as the co-curricular experiences that proved most helpful to the graduates in their present jobs.

Registered Voters.---The analysis of the data on Voter's registration as presented in Table 16, reveals the following facts:

TABLE 16

DISTRIBUTION OF 1956 GRADUATES OF NATHAN B. FORREST ELEMENTARY SCHOOL, ATLANTA 12, GEORGIA, WHO WERE REGISTERED VOTERS

Registered Voter	Male		Female		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Yes	38	42.2	37	41.4	75	83.3
No	8	8.9	7	7.8	15	16.7
Total	46	51.1	44	48.9	90	100.0

That thirty-eight or 42.2 per cent and thirty-seven or 41.1 per cent of the male and female graduates, respectively, are registered voters; that eight or 8.9 per cent and seven or 7.8 per cent of the male and female, graduates, respectively, are not registered voters.

Summary.---Further, Table 16 shows that of the ninety or 100.0 per cent total graduates involved in this research, seventy-five or 83.3 per cent are registered voters, and fifteen or 16.7 per cent are not registered voters.

Participation of the Graduates in Civic Organizations.---The analysis of the data on the participation in Civic activities by the graduates is presented in Table 17, page 47; the significant facts are indicated below:

That twenty-three or 14.7 per cent and twenty-seven or 17.2 per cent of the male and female graduates, respectively, participate in the N.A.A.C.P.; that nineteen or 12.2 per cent and eleven or 7.0 per cent of the male and female graduates, respectively participate in the Junior Voters League; that eight or 5.2 per cent and seven or 4.5 per cent of the male and female graduates, respectively, participate in the Northeast Community Club; that five or 3.5 per cent and nine or 5.7 per cent of the male and female graduates, respectively participate in the Student Movement; that eleven or 7.0 per cent of the male and none of the female graduates participate in the Y.M.C.A.; that nine or 5.7 per cent of the female and none of the male graduates participate in the Y.W.C.A.; that one or .6 per cent and three or 1.9 per cent of the male and female graduates, respectively, participate in the Christian Fellowship; that one or .6 per cent male and female graduates, respectively participate in the Community Chest, High Point Christian Association and Reynoldstown Civic

TABLE 17

DISTRIBUTION OF THE PARTICIPATION IN CIVIC ACTIVITIES BY THE 1956
GRADUATES OF NATHAN B. FORREST ELEMENTARY SCHOOL
ATLANTA 12, GEORGIA

Civic Activities	Participation				Total Fre- quency	Total Per Cent
	Male		Female			
	Fre- quency	Per Cent	Fre- quency	Per Cent		
Junior Voters League	19	12.2	11	7.0	30	19.2
Northeast Com- munity Club	8	5.2	7	4.5	15	9.7
N.A.A.C.P	23	14.7	27	17.2	50	31.9
Y.M.C.A.	11	7.0	0	0.0	11	7.0
Y.W.C.A.	0	0.0	9	5.7	9	5.7
Parent-Teachers Association	2	1.3	5	3.2	7	4.5
Student Movement	5	3.5	9	5.7	14	8.9
Community Chest	1	.6	1	.6	2	1.2
Christian Fellowship	1	.6	3	1.9	4	2.5
Highpoint Chris- tain Association	1	.6	1	.6	2	1.2
Reynoldstown Civic League	1	.6	1	.6	2	1.2
Not Affiliated	7	4.5	4	2.5	11	7.0
Total	79	50.5	78	49.5	157	100.0

League; that seven or 4.5 per cent and four or 2.5 per cent of the male and female graduates, respectively, are not participating in civic activity.

Summary.--Further, Table 17 shows that the graduates are participating in eleven (11) different civic organizations with the frequency of responses ranging from a high of fifty or 31.9 per cent for one organization, to a low of two or 1.2 per cent for three organizations. The frequency of responses ranked: 50, 30, 15, 14, 11, 9, 7, 4, and 2, (3) items. Of the total one hundred fifty-seven or 100.0 per cent frequencies, seventy-nine or 50.5 per cent and seventy-eight or 49.5 per cent were by male and female graduates, respectively. Eleven or 7.0 per cent of the graduates are not affiliated with any organization. It is of interest to note that most of the graduates are participating in the N.A.A.C.P. organization.

Curricular Experiences That Proved Most Helpful to the Graduates As They Adjusted to Adult Citizenry.--An analysis of Table 18, page 49, reveals the curricular experiences that proved most helpful to the graduates as they adjusted to adult citizenship were as follows:

That thirty-six or 9.8 per cent and forty-five or 12.2 per cent of the graduates, male and female, respectively, identified English; that twenty-two or 6.0 per cent and twenty-one or 5.7 per cent of the male and female graduates, respectively, identified Social Studies; that twenty-five or 6.7 per cent and fifteen or 4.0 per cent of the male and female graduates, respectively, identified Science; that fourteen or 3.8 per cent and nineteen or 5.2 per cent of the male and female graduates, respectively, identified Reading and Writing; that eleven or 3.0 per cent and twelve or 3.3 per cent of the male and female graduates, respectively, identified Arithmetic Fundamentals; eleven or 2.9 per cent of the male and female graduates identified class organization; nine or 2.4 per cent and twelve

TABLE 18

DISTRIBUTION OF CURRICULAR EXPERIENCES THAT PROVED MOST HELPFUL
AS THEY ADJUSTED TO ADULT CITIZENRY AS INDICATED BY THE
1956 GRADUATES OF NATHAN B. FORREST ELEMENTARY
SCHOOL, ATLANTA 12, GEORGIA

Helpful Curricular Experiences	Male		Female		Total Fre- quency	Total Per Cent
	Fre- quency	Per Cent	Fre- quency	Per Cent		
Social Studies	22	6.0	21	5.7	43	11.7
Current History	8	2.1	7	1.9	15	4.0
Health	10	2.9	6	1.6	16	4.5
English	36	9.8	45	12.2	81	22.0
Reading and Writing	14	3.8	19	5.2	33	9.0
Assisting in Cafeteria	2	0.5	4	1.4	6	1.9
Club Program	6	1.6	8	2.2	14	3.8
Arithmetic Fundamentals	11	3.0	12	3.3	23	6.3
Science	25	6.7	15	4.0	40	10.7
Spelling	9	2.4	12	3.2	21	5.6
Discipline	17	4.6	4	1.3	21	5.9
Participating in Public Programs	9	2.4	11	2.9	20	5.3
Class Organiza- tions	11	2.9	11	2.9	22	5.8
School Lunch Program	6	1.6	7	1.9	13	3.5
Total	186	50.3	182	49.7	368	100.0

or 3.2 per cent of the male and female graduates identified Spelling. Seventeen or 4.6 per cent and four or 1.3 per cent of the male and female graduates, respectively, identified Discipline; nine or 2.4 per cent and eleven or 2.9 per cent of the male and female graduates, respectively, identified Participating in Public Programs; that ten or 2.9 per cent and six or 1.6 per cent of the male and female graduates, respectively, identified Health; that eight or 2.1 per cent and seven or 1.9 per cent of the male and female graduates, respectively, identified current History; six or 1.6 per cent and eight or 2.2 per cent of the male and female graduates, respectively, identified the club program; six or 1.6 per cent and seven or 1.9 per cent of the male and female graduates, respectively, identified the School Lunch Program; and two or 0.5 per cent and four or 1.4 per cent of the male and female graduates, respectively, identified Assisting in the Cafeteria, as the experience that proved most helpful to them as they adjusted to adult citizenry.

Summary.---Further, Table 18 shows that the graduates identified fourteen (14) specific curricular experiences that proved to be most helpful to them as they adjusted to adult citizenry with the frequency of responses to the items ranging from a high of eighty-one or 22.0 per cent for one item to a low of six or 1.9 per cent for one item. The total frequency of responses ranked: 81, 43, 40, 33, 23, 22, 21, (2) times, 20, 16, 15, 14, 13, and 6; of the total 368 or 100.0 per cent frequency of responses, 186 or 50.3 per cent and 182 or 49.7 per cent were by the male and female graduates, respectively; it is of interest to note that skills of reading and writing, ranked highest as the curricular experiences that proved most helpful to the graduates as they adjusted to adult citizenry.

Curricular Experiences that Proved Least Helpful as They Adjusted to Adult Citizenry as Indicated by the Graduates.---The analysis of the data on the least helpful experience in adjusting to adult citizenry are presented in Table 19, with the significant facts indicated below:

TABLE 19

DISTRIBUTION OF CURRICULAR EXPERIENCES THAT PROVED LEAST HELPFUL AS THEY ADJUSTED TO ADULT CITIZENRY AS INDICATED BY THE 1956 GRADUATES OF NATHAN B. FORREST ELEMENTARY SCHOOL, ATLANTA 12, GEORGIA

Least Helpful Curricular Experiences	Male		Female		Total Frequency	Total Per Cent
	Fre-quency	Per Cent	Fre-quency	Per Cent		
Art	16	15.7	9	8.8	25	24.5
Music	27	26.5	8	7.8	35	34.5
May Day Programs	1	1.0	4	3.9	5	4.9
Physical Education	3	2.9	19	18.7	22	21.6
Fire Drills	0	0.0	8	7.8	8	7.8
Changing Bulletin Boards	0	0.0	7	6.9	7	6.9
Total	47	46.1	55	53.9	102	100.0

That twenty-seven or 26.5 per cent and eight or 7.8 per cent of the male and female graduates, respectively, identified Music; sixteen or 15.7 per cent and nine or 8.8 per cent of the male and female graduates, respectively, identified Art; three or 2.9 per cent and nineteen or 18.7 per cent of the male and female graduates, respectively, identified,

Physical Education; eight or 7.8 per cent and seven or 6.9 per cent of the female graduates, only, identified Fire Drills and Changing bulletin boards, respectively; and one or 1.0 per cent and four or 3.9 per cent of the male and female graduates, respectively, identified May Day Programs, as proving to be least helpful to them as they adjusted to adult citizenry.

Summary.--Further, Table 19 shows that the graduates identified six (6) specific curricular experiences that proved to be least helpful to them as they adjusted to adult citizenry with the frequency of responses to the items ranging from a low of five or 4.9 per cent for one item to a high of thirty-five or 34.3 per cent for one item. The total frequency of responses ranked: thirty-five, 25, 22, 8, 7, and 5. It is of interest to note that the curricular experience, Music, ranked highest as the experience proving to be least helpful to the graduates as they adjusted to adult citizenry. Of the total 102 or 100.0 per cent frequency of responses, forty-seven or 46.1 per cent and fifty-five or 53.9 per cent were made by the male and female graduates, respectively.

High School Subjects of Graduates.---The analysis of the data on high school achievement by the graduates is revealed in Table 20, page 52, which shows the facts to follow:

Male Graduates - That for the male graduates their achievement in the various subject areas ranked excellent for English, nine or 1.3 per cent Social Studies; six or 0.9 per cent, Mathematics and Physical Education; four or 0.6 per cent, Science, Industrial Arts and Foreign Language, three or 0.4 per cent, Music (choral or band), Business Administration, and Art, two or 0.3 per cent; and Homemaking one or 0.1 per cent.

That for the male graduates their achievement in the various subject

TABLE 20

DISTRIBUTION OF THE LEVELS OF ACHIEVEMENT IN HIGH SCHOOL SUBJECTS AS EARNED BY THE
1956 GRADUATES OF NATHAN B. FORREST ELEMENTARY SCHOOL
ATLANTA 12, GEORGIA

Subject Areas	Male								Female								Total Fre- quency	Total Per Cent
	Excellent		Good		Fair		Poor		Excellent		Good		Fair		Poor			
	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent		
English	9	1.3	11	1.6	18	2.6	8	1.1	12	1.7	17	2.4	10	1.4	5	0.7	90	12.8
Mathematics	4	0.6	6	0.9	27	3.8	9	1.3	2	0.3	8	1.1	21	3.0	13	1.8	90	12.8
Science	3	0.4	7	1.0	14	2.0	22	3.2	1	0.1	5	0.7	11	1.6	27	3.8	90	12.8
Social Studies	6	0.9	19	2.7	12	1.7	9	1.3	11	1.6	9	1.3	17	2.4	7	1.0	90	12.8
Homemaking	1	0.1	2	0.3	0	0.0	0	0.0	9	1.3	18	2.6	7	1.0	6	0.9	43	6.2
Industrial Arts	3	0.4	4	0.6	29	4.1	10	1.4	0	0.0	0	0.0	0	0.0	0	0.0	46	6.5
Physical Education	4	0.6	5	0.7	20	2.8	17	2.4	3	0.4	10	1.4	19	2.7	18	2.6	96	13.6
Music (Choral Band)	2	0.3	3	0.4	7	1.0	12	1.7	4	0.6	7	1.0	6	0.9	5	0.7	46	6.6
Business Administration	2	0.3	4	0.6	4	0.6	3	0.4	3	0.4	3	0.4	6	0.9	4	0.6	29	4.1
Foreign Language	3	0.4	8	1.1	7	1.0	4	0.6	8	1.1	14	2.0	16	2.2	2	0.3	62	8.8
Art	2	0.3	4	0.6	5	0.7	2	0.3	1	0.1	1	0.1	2	0.3	4	0.6	21	3.0
Total	29	5.6	73	10.5	143	20.3	96	13.7	54	7.6	92	13.0	115	16.4	91	12.9	703	100.0

areas ranked "good" for Social Studies nineteen or 2.7 per cent; English eleven or 1.6 per cent; Foreign Language eight or 1.1 per cent; Science seven or 1.0 per cent; Mathematics six or 0.9 per cent; Physical Education five or 0.7 per cent; Industrial Arts, Business Administration and Art, four or 0.6 per cent; Music three or 0.4 per cent; and Homemaking two or 0.3 per cent. That for the male graduates their achievement in the various subject areas ranked "fair" for: Industrial Arts twenty-nine or 4.1; Mathematics twenty-seven or 3.8; Physical Education twenty or 2.8; English eighteen or 2.6; Science fourteen or 2.0; Social Studies twelve or 1.7; Music and Foreign Language seven or 1.0 per cent; Art five or 0.7 per cent; and Business Administration four or 0.6 per cent. That for the male graduates their achievement in the various subject areas ranked "poor" for: Science twenty-two or 3.2 per cent; Physical Education seventeen or 2.4 per cent; Music twelve or 1.7 per cent; Industrial Arts ten or 1.4 per cent; Mathematics and Social Studies, nine or 1.3 per cent; English eight or 1.1 per cent; Foreign Language four or 0.6 per cent; Business Administration three or 0.4 per cent; and Art two or 0.3 per cent.

Female Graduates - That for the female graduates their achievement in the various subject areas ranked excellent for: English twelve or 1.7; Social Studies eleven or 1.6 per cent, Homemaking nine or 1.3 per cent; Foreign Language eight or 1.1 per cent; Music four or 0.6 per cent; Physical Education and Business Administration three or 0.4 per cent; Mathematics two or 0.3 per cent; Science, and Art one or 0.1 per cent. That for the female graduates their achievement in the various subject areas ranked "good" for: Homemaking eighteen or 2.6; English seventeen or 2.4; Foreign Language fourteen or 2.0; Physical Education ten or 1.4

per cent; Social Studies nine or 1.3 per cent; Mathematics eight or 1.1 per cent; Music seven or 1.0 per cent; Science five or 0.7 per cent; Business Administration three or 0.4 per cent; and Art one or 0.1 per cent.

That for the female graduates their achievement in the various subject areas ranked "fair" for: Mathematics twenty-one or 3.0 per cent; Physical Education nineteen or 2.7 per cent; Social Studies seventeen or 2.4 per cent; Foreign Language sixteen or 2.2 per cent; Science eleven or 1.6 per cent; English ten or 1.4 per cent; Homemaking seven or 1.0 per cent; Music and Business Administration six or 0.9 per cent; and Art two or 0.3 per cent. That for the female graduates their achievement in the various subject areas ranked "poor" for: Science twenty-seven or 3.8; Physical Education eighteen or 2.6 per cent; Mathematics thirteen or 1.8 per cent; Social Studies seven or 1.0 per cent; Homemaking six or 0.9 per cent; English and Music five or 0.7 per cent; Business Administration and Art four or 0.6 per cent; and Foreign Language two or 0.3 per cent.

Summary.--Further, Table 20 shows that of the total 703 frequency of responses, twenty-nine or 6.6 per cent and fifty-four or 7.6 per cent indicate that the male and female graduates, respectively achieved a grade of "excellent" in all eleven (11) subject areas; that seventy-three or 10.5 per cent and ninety-two or 13.0 per cent of the male and female graduates, respectively, achieved a grade of "good"; 143 or 20.3 per cent and 115 or 16.4 per cent of the male and female graduates, respectively, achieved a grade of "fair"; and that ninety-six or 13.7 per cent and ninety-one or 12.9 per cent of the male and female graduates, respectively, achieved a grade of "poor" in all of the subject areas. It is of interest to note that

more female graduates achieved grades of "excellent" and "good" in all subject areas; whereas, more male graduates achieved grades of "fair" and "poor" in all subject areas.

Elementary and High School Grades of Graduates.--The analysis of Table 21, reveals the following:

TABLE 21

DISTRIBUTION OF ELEMENTARY AND HIGH SCHOOL LETTER GRADES SHOWING
THE RELATIONSHIP BETWEEN THE DEGREE OF ACADEMIC SUCCESS
EXPERIENCED BY THE GRADUATES OF NATHAN B. FORREST
ELEMENTARY SCHOOL, ATLANTA 12, GEORGIA, AND
THEIR FURTHER ACADEMIC RECORDS

Grade Index	Number of Elementary School Grades		Number of High School Grades	
	Male	Female	Male	Female
* A (4)	60	76	39	54
* B (3)	90	115	73	92
* C (2)	76	62	143	44
* D (1)	68	50	96	91
*Total	294	303	351	281
Mean =	2.48	2.68	2.16	2.60

* Value to letter grades for Elementary and High School, arbitrarily assigned.

Interpretation to Grade Index:

A = 4	B- = 2.51 to 2.99
A- = 3.51 to 3.99	C+ = 2.01 to 2.50
B+ = 3.01 to 3.50	C = 2
B = 3	C- = 1.51 to 1.99
D = 1	

Elementary School Achievement - That for elementary school, the number of A's made by the male and female graduates are sixty and seventy-six, respectively; that the number of B's for male and female graduates are ninety and one hundred fifteen, respectively; that the number of C's for male and female graduates are seventy-six and sixty-two, respectively; and that the number of D's for male and female graduates was sixty-eight and fifty, respectively.

High School Achievement - That for high school, the number of A's made by the male and female graduates are thirty-nine and fifty-four; respectively; that the number of B's for male and female graduates are seventy-three and ninety-two, respectively; that the number of C's for male and female graduates are one hundred forty-three and forty-four, respectively; and that the number of D's for male and female graduates was ninety-six and ninety-one, respectively.

Summary.--Further, Table 21 shows that the mean average of grades for the female graduates while in elementary school was 2.68 or B-; for the female in high school the mean average was 2.60 or B-; for the male graduates the mean average of grades for the elementary school was 2.48 or C+; for the male graduates in high school the mean average was 2.16 or C. It is interesting to note that the mean average for the female graduates showed a closer relationship between the elementary and high school achievement than for the male graduates.

Scholastic Honors and Awards and Scholarships Won by the Graduates.--The analysis of the data in Table 22, page 57, reveals the following honors, awards and scholarships won:

That seven or 2.4 per cent and nine or 16.1 per cent of the male and

TABLE 22

DISTRIBUTION OF SCHOLASTIC HONORS, AWARDS AND SCHOLARSHIPS WON BY
THE 1956 GRADUATES OF NATHAN B. FORREST ELEMENTARY SCHOOL,
ATLANTA 12, GEORGIA

Honors and Awards Won	Male		Female		Total Fre- quency	Total Per Cent
	Fre- quency	Per Cent	Fre- quency	Per Cent		
Band Awards	1	1.8	1	1.8	2	3.6
Advance Choir Award	1	1.8	0	0.0	1	1.8
Atlanta Journal Best Allround Awards	0	0.0	1	1.8	1	1.8
Athletic Awards	8	14.3	6	10.7	14	25.0
Social Studies Award	1	1.8	1	1.8	2	3.6
English Award	0	0.0	1	1.8	1	1.8
Hoke Smith Valedictorian Award	0	0.0	1	1.8	1	1.8
Science Award	1	1.8	0	0.0	1	1.8
Business Adminis- tration Award	0	0.0	1	1.8	1	1.8
Home Economic Award	0	0.0	1	1.8	1	1.8
Scholarships to College	7	12.4	9	16.1	16	28.5
Valedictorian Award	0	0.0	1	1.8	1	1.8
Salutatorian Award	0	0.0	1	1.8	1	1.8
Members of National Honor Society (4 yrs.)	0	0.0	5	8.9	5	8.9
Graduated with Honors	1	1.8	7	12.4	8	14.2
Total	20	35.7	36	64.3	56	100.0

female graduates, respectively, won scholarships to college; that eight or 14.3 per cent and six or 10.7 per cent of the male and female graduates, respectively won other awards; that one or 1.8 per cent and seven or 12.4 per cent of the male and female graduates, respectively, graduated from high school with honors; five or 8.9 per cent of the female and no male graduates were members of the National Honor Society for four years; that one or 1.8 per cent of the male and female graduates won band awards, and social studies awards, respectively. That for male graduates, the awards ranked: 1.8 per cent for Advanced Choir and Science Awards, respectively. That for female graduates, the awards ranked: one or 1.8 per cent for the Atlanta Journal Best Allround Student; English Award; Hoke Smith Valedictorian Award; Salutatorian Award; Valedictorian Award; Business Administration Award; and Home Economics Award.

Summary.--Further, Table 22 shows that of the total fifty-six awards, honors and scholarships won by the graduates, twenty or 35.7 per cent and thirty six or 64.3 per cent were won by male and female graduates, respectively; sixteen or 28.5 per cent won scholarships to college; fourteen or 25.0 per cent won athletic awards; eight or 14.2 per cent graduated from high school with honors; five or 8.9 per cent were members of the National Honor Society for four years; two or 3.6 per cent won Band and Social Studies Awards, respectively. The remaining awards, honors and scholarships ranked: 1.8 per cent for Advance Choir Award; Atlanta Journal Best Allround Student Award; Home Economics Award; English Award; Hoke Smith Valedictorian Award; Business Administration Award; Science Award; Valedictorian and Salutatorian Awards. It is of interest to note, that of the fifty-six or 100.0 per cent

of the graduates winning honors, awards and scholarships in high school or upon high school graduation; sixteen or 28.5 per cent won scholarships to college.

Socio-Economic Status of Graduates.--The analysis of the data on the Socio-Economic status of the graduates' families is presented in Table 23, page 61. The significant data are outlined below:

That forty-six or 51.1 per cent of the graduates' parents are employed in non-professional occupations; nine or 10.0 per cent, five or 5.6 per cent and four or 4.4 per cent are professional workers, business proprietors and government workers, respectively; that the occupations for twenty-six or 28.9 per cent of the graduates' parents are unknown; that thirty-eight or 42.2 per cent of the graduates' houses and dwelling areas are classified as fair; with the remaining graduates' houses and dwelling areas being classified as: poor, twenty-eight or 31.1 per cent and good, twenty-four or 26.7 per cent. That the family status for the graduates ranked: thirty-eight or 42.2 per cent from broken homes; thirty-five or 38.9 per cent from stable homes; seventeen or 18.9 per cent of the graduates' family status is unknown. That the education of the graduates' parents rank: forty-four or 48.9 per cent for elementary education. Twenty-six or 28.9 per cent for high school education; and eight or 8.9 per cent for college education; twelve or 13.3 per cent of the graduates' parents educational status is unknown. That eight or 8.9 per cent of the graduates' families have one, four and five children, respectively; that seven or 7.8 per cent of the graduates' families have six children; that six or 6.7 per cent of the graduates' families have three children; that five or 5.6 per cent of the graduates' families have two, seven and eight children, respectively; that four or 4.4 per cent of the graduates' families have

TABLE 23

DISTRIBUTION OF FACTORS IN THE SOCIO-ECONOMIC BACKGROUND OF THE 1956 GRADUATES OF
NATHAN B. FORREST ELEMENTARY SCHOOL THAT SEEM TO HAVE SIGNIFICANCE FOR
THEIR FUTURE ACADEMIC HISTORY

Socio-Economic Factors	Professional No.	Professional Per Cent	Non-Professional No.	Non-Professional Per Cent	Business No.	Business Per Cent	Government No.	Government Per Cent	Unknown No.	Unknown Per Cent	Total No.	Total Per Cent	No. of Children in Families	No. of fam- lies	Per Cent
Occupations of Parents															
Totals	9	10.0	46	51.1	5	5.6	4	4.4	26	28.9	90	100.0	One	8	8.9
													Two	5	5.6
													Three	6	6.7
													Four	8	8.9
													Five	8	8.9
													Six	7	7.8
													Seven	5	5.6
													Eight	5	5.6
													Nine	3	3.3
													Ten	4	4.4
													Eleven	3	3.3
													Twelve	4	4.4
													Thirteen	3	3.3
													Fourteen	3	3.3
													Unknown	18	20.0
													Total	90	100.0
Socio-Economic Factors	Good			Fair			Poor			Total					
House and Dwelling Area	No.	Per Cent		No.	Per Cent		No.	Per Cent		No.	Per Cent				
Total	24	26.7		38	42.2		28	31.1		90	100.0				
Socio-Economic Factors	Family Status			Socio-Economic Factor Education of Parents											
		Number	Per Cent					Number	Per Cent						
Stable		35	38.9					44	48.9						
Broken		38	42.2					26	28.9						
Unknown		17	18.9					8	8.9						
								12	13.3						
Total		90	100.0					90	100.0						

Total 90 100.0

ten and twelve children, respectively; that three or 3.3 per cent of the graduates' families have nine, eleven, thirteen and fourteen children, respectively; and that the number of children for eighteen or 20.0 per cent of the graduates' families is unknown.

Summary.--Further, Table 23 shows that of the total ninety graduates who were subjects for this study forty-six or 51.1 per cent of their parents work on non-professional jobs; thirty-eight or 42.2 per cent reside in houses and dwelling areas that are classified as fair; that thirty-eight or 42.2 per cent of the graduates are from broken homes; that forty-four or 48.9 per cent of the parents have an elementary school education; that the graduates' families with the largest number of children rank: four or 4.4 per cent for ten and twelve children; respectively; and three or 3.3 per cent for nine; eleven, thirteen and fourteen children, respectively. It is interesting to note that most of the graduates are from broken homes and large families; their parents only have an elementary education and they earn their livelihood working on non-professional jobs; yet, their home and dwelling areas are classified as "fair."

Interpretative Summary

Introductory Statement.--The more crucial findings are characterized within the interpretative statement for each area of the findings in the separate paragraphs which follows:

Geographical Location

1. Out of the 104 graduates of the Nathan B. Forrest Elementary School who entered high school, ninety or 86.4 per cent are presently residing in the state of Georgia.

- a. In other words, the graduates of the Nathan B. Forrest Elementary School tend in over eighty per cent of the cases to remain in Georgia.
- b. Again, the extent or degree of mobility is very low for the graduates of this elementary school

School Leavers

2. Out of the 104 graduates of the Nathan B. Forrest Elementary School who entered high school, fifty-one or 49.1 per cent graduated while fifty-three or 50.9 per cent dropped out of school before achieving high school graduation.

- a. In other words, the graduates of Nathan B. Forrest Elementary School tend in 50 per cent of the cases to drop out of school before reaching high school graduation.
- b. Again, the degree or the extent to which the graduates drop out of school before achieving high school graduation, exceed that of the high school graduates.

High School Drop-Outs

3. Out of the fifty-three graduates of the Nathan B. Forrest Elementary School who dropped out of high school before achieving high school graduation, twenty-two or 41.5 per cent were ninth graders, just approaching the age of fifteen or were already fifteen years of age.

- a. In other words, the graduates of the Nathan B. Forrest Elementary School, who drop out of school before achieving high school graduation, tend in over forty per cent of the cases to be ninth grade students.
- b. Again, the extent or degree to which the graduates leave school before high school graduation is high for the graduates of this elementary school.

Graduates Attending College, Some School Other Than College for Advanced Study and Employment Status

4. Out of the ninety graduates of Nathan B. Forrest Elementary School

who were subjects for this study, twenty-eight or 31.1 per cent are presently unemployed and are not attending college or any other school for advanced study.

- a. In other words, the graduates of Nathan B. Forrest Elementary School in over thirty per cent of the cases tend to be unemployed.
- b. Again, the extent or degree to which the graduates of this elementary school are unemployed exceed that for those who are employed, attending college or other schools for advanced study.

Schools Other Than College Attended for Advanced Study

5. Out of the twenty-one graduates of the Nathan B. Forrest Elementary School who are attending schools other than college for advanced study, six or 28.3 per cent are attending Beauty Culture School.

- a. In other words, the graduates of the Nathan B. Forrest Elementary School tend in over 25 per cent of the cases of those attending schools for advanced study, to choose Beauty Culture School. This is apparently a selective factor based on sex.
- b. Again, the extent or degree of choosing schools other than Beauty Culture for advanced study is not very great for the graduates of this elementary school.

Present Occupations

6. Out of the twenty-seven graduates of Nathan B. Forrest Elementary School who are employed, four or 14.9 per cent are in the Armed Forces; whereas, the other approximately eighty-five per cent are employed mainly as common laborers.

- a. In other words, the graduates of Nathan B. Forrest Elementary School tend in 85 per cent of the cases for those employed, to be employed mainly as common laborers.
- b. Again, the extent or degree to which the graduates of this elementary school work as common laborers is high for the

graduates of this elementary school.

Marital Status

7. Out of the ninety graduates of the Nathan B. Forrest Elementary School who were subjects for this research, seventy-six or 84.5 per cent are presently unmarried.

- a. In other words the graduates of Nathan B. Forrest Elementary School tend in over 80 per cent of the cases to remain single.
- b. Again, the extent or degree to which the graduates of this elementary school marry is very low.
- c. The predominant single marital status of these graduates is no doubt a function of their youth and/or early maturity.

Outstanding Strengths in the Elementary Curriculum

8. Out of the twenty-seven specific "outstanding strengths" in the elementary curriculum as identified by the graduates of Nathan B. Forrest Elementary School, twenty-four or 7.7 per cent of the graduates indicated that the activity of writing, memorizing and reciting poems was the most outstanding.

- a. In other words, the frequency of responses by the graduates of Nathan B. Forrest Elementary School regarding "outstanding strengths" in the Elementary curriculum tend in over 7 per cent of the responses to indicate, that the technique or activity of writing, memorizing and reciting poems as being the most outstanding strength in the elementary school curriculum.
- b. Again, the extent or degree to which the graduates of this elementary school regard the "activity of writing, reading and memorizing poems as the most outstanding strength, exceed that of the remaining twenty-six (26) "strengths" identified by the graduates.

Outstanding Weaknesses in the Elementary Curriculum

9. Out of the ten (10) specific outstanding weaknesses in the elementary curriculum, as identified by the graduates of Nathan B. Forrest Elementary School, fifty-nine or 19.6 per cent of the graduates indicated that the Science Program was the most outstanding weakness.

- a. In other words, the frequency of responses by the graduates of Nathan B. Forrest Elementary School regarding "outstanding weaknesses" in the elementary curriculum tend in over nineteen per cent of the responses to indicate that the Science program was the most outstanding weakness in the elementary school curriculum.
- b. Again, the extent or degree to which the graduates of this elementary school regard the Science Program as being the most outstanding weakness, exceed that of the remaining nine (9) "weaknesses" identified by the graduates.

Subjects Graduates Found Should Have Been Included
In The Elementary Curriculum

10. Out of the six (6) subjects identified by the graduates of Nathan B. Forrest Elementary School, seventy or 77.8 per cent of the responses indicated that foreign languages should have been included in the elementary curriculum.

- a. In other words the frequency of responses by the graduates of the Nathan B. Forrest Elementary School regarding the subjects they found should have been included in the elementary curriculum and the degree to which they needed them, tend to indicate in over seventy per cent of the responses that foreign languages was found to be the subject most needed by the graduates.
- b. Again, the degree to which the foreign languages was found to be needed by the graduates of this elementary school was high.

Experiences Graduates Found Should Have
Been Included in the Elementary Curriculum

11. Out of seven (7) "experiences" identified by the graduates of Nathan B. Forrest Elementary School, fifty-nine or 65.6 per cent of the

responses indicated that rotating classes should have been included in the elementary curriculum.

- a. In other words, the frequency of responses by the graduates of the Nathan B. Forrest Elementary School regarding the experiences they found should have been included in the elementary curriculum and the degree to which they needed them, tend to indicate in over sixty-five per cent of the responses that the rotation of classes was the experience most needed by the graduates.
- b. Again, the degree to which the experience of rotating classes was found to be needed by the graduates of this elementary school was high.

Curriculum Experiences That Proved Most Helpful to The
Graduates in Their Present Jobs

12. Out of the sixteen (16) curricular experiences identified by the presently employed graduates of Nathan B. Forrest Elementary School as proving to be the ones most helpful to them in their present jobs, five or 5.7 per cent indicated that skills of reading and writing proved to be most helpful.

- a. In other words, presently employed graduates of the Nathan B. Forrest Elementary School, tend in over five per cent of the cases of those employed to need the skills of reading and writing.
- b. Again, the extent or degree to which reading and writing proved to be most helpful to the employed graduates of this elementary school in their present job is high.

Co-Curricular Experiences that Proved to be Most Helpful
To The Graduates in Their Present Job

13. Out of the eleven (11) co-curricular experiences identified by the presently employed graduates of the Nathan B. Forrest Elementary School as proving to be the ones most helpful to them in their present jobs, fifteen or 16.8 per cent indicated the Boy Scouts, Gray-Y Athletic Teams and the Student Council is being the most helpful.

- a. In other words, the presently employed graduates of Nathan B. Forrest Elementary School, tend in over fifteen per cent of the cases of those employed to need the experience gained from participating in the Boy Scouts, Gray-Y Athletic Teams and Student Council.
- b. Again, the extent or degree to which the co-curricular experiences of Boy Scouts, Gray-Y Athletic Teams and Student Council proved to be most helpful to the employed graduates of this elementary is high.

Registered Voters

14. Out of the ninety graduates of the Nathan B. Forrest Elementary School who were subjects for this study, seventy-five or 83.3 per cent are registered voters.

- a. In other words, the graduates of Nathan B. Forrest Elementary School, tend in over eighty per cent of the cases to be registered voters.
- b. Again, the extent or degree to which the graduates of this elementary school register and vote is very high.

Participation In Civic Activities

15. Out of the eleven (11) different civic organizations that the graduates of Nathan B. Forrest Elementary School are participating in fifty or 31.9 per cent indicated that they were members of the N.A.A.C.P.

- a. In other words, the graduates of Nathan B. Forrest Elementary School, tend in over thirty per cent of the cases to participate in the N.A.A.C.P. organization.
- b. Again, the extent or degree to which the graduates of this elementary school participate in the N.A.A.C.P. is higher than for any other organization indicated by them.

Curriculum Experiences That Proved Most Helpful As They Adjusted to Adult Citizenry as Indicated by the Graduates

16. Out of the fourteen (14) curricular experiences identified by

the graduates of Nathan B. Forrest Elementary School as the ones that proved most helpful to them as they adjusted to adult citizenry, eighty-one or 22.0 per cent of the responses indicated that English proved to be most helpful.

- a. In other words, the frequency of responses by the graduates of the Nathan B. Forrest Elementary School regarding the curricular experiences that proved to be most helpful to them, as they adjusted to adult citizenry, tend to indicate by twenty-two responses, that English proved to be most helpful.
- b. Again, the extent or degree to which English proved to be the most helpful curricular experience to the graduates of this elementary school as they adjusted to adult citizenry is higher than for any other experience indicated by them.

Curricular Experiences That Proved Least Helpful to The
Graduates as They Adjusted to Adult Citizenry

17. Out of the six (6) curricular experiences identified by the graduates of Nathan B. Forrest Elementary School as the ones that proved least helpful to them as they adjusted to adult citizenry, thirty-five or 34.3 per cent of the responses indicated that Music proved to be the least helpful.

- a. In other words, the frequency responses by the graduates of the Nathan B. Forrest Elementary School regarding the curricular experiences that proved to be least helpful to them, as they adjusted to adult citizenry, tend to indicate by thirty-five responses, that music proved to be least helpful.
- b. Again, the extent or degree to which Music proved to be the least helpful curricular experience to the graduates of this elementary school as they adjusted to adult citizenry is higher than for any other experience indicated by them.

Levels of Achievement in High School Subjects as Earned
By the Graduates

18. Out of the eleven (11) subject areas required of high school

students for unit credit, the level of achievement earned by the female graduates of Nathan B. Forrest Elementary School, proved to be higher than for the male graduates. Twenty-nine or 5.6 per cent and fifty-four or 7.6 per cent of the male and female graduates, respectively, achieved a grade of "excellent" in all eleven subject areas; seventy-three or 10.5 per cent and ninety-two or 13.0 per cent of the male and female graduates, respectively achieved a grade of "good" in all eleven subject areas; 1143 or 20.3 per cent and 115 or 16.4 per cent of the male and female graduates, respectively, achieved a grade of "fair" in all eleven subject areas, and ninety-six or 13.7 per cent and ninety-one or 12.9 per cent of the male and female graduates, respectively achieved a grade of "poor" in all eleven subject areas.

- a. In other words, the female graduates of the Nathan B. Forrest Elementary School, tend in over seven per cent of the cases to achieve a grade of "excellent" in all eleven high school subject areas; and in over thirteen per cent of the cases to achieve a grade of "good" in all eleven high school subject areas.
- b. Again the extent or degree of achievement in all eleven subject areas is higher for the female graduates of this elementary school.

Elementary and High School Letter Grades Showing the
Relationship Between the Degree of Academic
Success Experienced by the Graduates and
Their Further Academic Records

19. The elementary mean averages of 2.48 and 2.68 for the male and female graduates, respectively, and the high school mean averages of 2.16 and 2.60 for the male and female graduates, respectively, showed a closer relationship between the degree of academic success experienced by the female graduates of Nathan B. Forrest Elementary School than for the male

graduates.

- a. In other words, the female graduates of Nathan B. Forrest Elementary School, tend with a mean average of 2.68 and 2.60 for the elementary and high school, respectively, to experience a closely related degree of academic success between the elementary school and their future academic records.
- b. Again, there is an appreciable degree of relationship between academic success in high school and elementary school for the female graduates of the Forrest School.
- c. Further, for the male graduates of this school, there was an appreciable inverse relationship between elementary and high school achievement in favor of elementary school accomplishment.

Scholastic Honors, Awards and Scholarships Won By The Graduates

20. Out of the fifty-six honors, awards and scholarships won by the graduates of Nathan B. Forrest Elementary School, thirty-six or 64.3 per cent were won by the female graduates.

- a. In other words, the female graduates of Nathan B. Forrest Elementary School, tend in over fifty per cent of the cases to win more honors, awards and scholarships than the male graduates.
- b. Again, the extent or degree to which the female graduates win more honors, awards and scholarships in high school is high for this elementary school.

Socio-Economic Status of Graduates' Families

21. Out of the ninety graduates of Nathan B. Forrest Elementary School who were subjects for this research, forty-six or 51.1 per cent of their parents are employed in non-professional jobs; thirty-eight or 42.2 per cent reside in houses and dwelling areas that are fair; thirty-eight or 42.2 per cent are from broken homes; forty-four or 48.9 per cent of the graduates' parents have an elementary education and the graduates'

families with the largest number of children rank: seven or 7.8 per cent six children; five or 5.6 per cent for seven, and eight children, respectively; four or 4.4 per cent for ten and twelve children, respectively; and three or 3.3 per cent for nine, eleven, thirteen and fourteen children, respectively.

- a. In other words, the socio-economic factors of parents occupation, house and dwelling areas, family status, and parents education, tend in over forty per cent of the cases to have significance for the future academic history of the graduates of Nathan B. Forrest Elementary School.
- b. Again, the degree or extent of future academic success for the graduates of this elementary school is low, inasmuch as the factors in the socio-economic background of the parents of the graduates indicate a low socio-economic status.

CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introductory Statement.---This was a Follow-Up Study of the graduates of the Nathan B. Forrest Elementary School, Atlanta 12, Georgia, for the years 1956-1961.

Recapitulation of Research-Design.---The significant aspects of the locale and research design of this study are indicated below:

Locale - Nathan B. Forrest Elementary School, is located in north-east Atlanta, Georgia, zone 12, at 608 Forrest Road. During the time the subjects involved in this study were enrolled in the school, it was an eighteen classroom brick building, including a library, cafeteria, auditorium, principal's office, teacher's lounge and a small clinic area. The staff and faculty was comprised of the following: A principal, secretary, eighteen classroom teachers, three cooks, two maids and a janitor.

Nathan B. Forrest was formerly occupied by white pupils, but the neighborhood was rezoned for light business and many Negro families purchased homes in it; since that time, the pattern of the community has changed and as a result, Forrest School has sixteen additional classrooms and a larger staff and faculty personnel consisting of: A principal, two secretaries, thirty-four classroom teachers, five cooks, three maids, two janitors, one art teacher, one librarian, one speech correctionist and a band instructor.

Inasmuch as the subjects involved in this study have graduated from Nathan B. Forrest Elementary School, the center of the field work connected with gathering data was David T. Howard High School. It is the policy of the Atlanta Board of Education to send the elementary school records to the high school when the students finish a particular elementary school; therefore, the researcher spent part of the month of May at David T. Howard High School gathering necessary data from the official elementary and high school records of the subjects involved in the study.

Period of the Study - This research was carried out during the later part of the 1961-1962 school year.

Method of Research - The method of research used in this study was the Descriptive-Survey, employing the techniques of questionnaire analysis of available records, and personal interviews.

Subjects - The subjects used in this study were the one hundred-four 1956 graduates of Nathan B. Forrest Elementary School, Atlanta, Georgia, as documented by the official school records of the one hundred-four graduates who were potential subjects for this research; the study is based on the data derived from the ninety graduates contacted and who cooperated by executing the questionnaire instrument and appearing for interviews.

Instruments - The instruments used for gathering the data for this research were: (a) a specially designed questionnaire to secure data such as: present job, marital status, community status, and vocational preparation; (b) the permanent records were analyzed for test data, socio-economic factors as: parents' occupations, house and dwelling areas, family status, parents' education, and the number of children in the

families; grades, honors and awards won, names, addresses and sex, and (c) interviews were held to supplement the school records and questionnaire.

Criterion of Reliability - The criterion of reliability for appraising the data obtained was the accuracy and authenticity of the responses of the subjects to the respective questionnaire items.

Procedure - The following procedural steps were used to achieve the purposes of this study:

- a. Permission to do this study was secured from the proper authority.
- b. A survey of the literature related to this research was made and is summarized for presentation in the finished thesis copy.
- c. The elementary and high school records were analyzed for grades, honors and awards won, names, addresses, sex and socio-economic factors as: parents' occupations, family status, house and dwelling areas, parents' education and the number of children in the graduates' families.
- d. A questionnaire with letters explaining the study, and a stamped self-addressed envelope were delivered to each subject residing in Atlanta.
- e. The City Directory was used when necessary to check and verify addresses.
- f. Interviews were held to supplement or authenticate the data of the school records and questionnaire, and to gain information regarding the socio-economic factors of the subjects' backgrounds.
- g. Questionnaires were mailed to the subjects residing in places other than Georgia.
- h. The data from the returned and usable questionnaires, the records, and interviews were assembled in appropriate tables which constitute the basis for the analysis and interpretation of these data.
- i. The findings, conclusions, implications, and recommendations derived from the analysis and interpretation of the data have been incorporated in the finished thesis copy.

Summary of Related Literature.---The views of the preceeding authors agree that the follow-up study is valuable and useful because it lends itself to a most profitable study of youngsters - which are very important human resources. It shed light upon the employment market of graduates and early school leavers; it stimulates curriculum changes and improvements; and it is worthy to pupils still in school.

The preceeding authors feel that the guidance program is valuable inasmuch as it helps to determine how effectively young people adjust to experiences after they are out of school; it serves as a means of discovering the potential drop-out at an early age; it assists adolescents in fulfilling their fundamental needs; and it helps in stimulating pupil's self-directions toward solving their own problems.

The view points of the preceeding authors with regard to the follow-up study as a test of the curriculum seems expedient here, for the opinions of graduates and early school leavers are an indication as to how successfully or unsuccessfully they have adjusted to post school life; it serves to determine if the present day curriculums are meeting the challenge of today's youth; it serves as a test to whether curriculum offerings need changing or revising; it helps learners to identify unresolved problems in meeting situations of everyday living; it helps us to understand why our schools are blamed for all of the ills of education; it brings to light why so much valuable human resource is wasted in our youngsters yearly; and it reminds us that many indices of the drop-out are apparent in elementary school children.

Summary of Findings.---The summation of the basic findings of this research is presented under the captions of the respective tables in which

the original data were assembled and is to be found in the separate paragraphs which immediately follow.

Number of Questionnaires Delivered

Table 1

There were one hundred and four pupils graduated from Nathan B. Forrest Elementary School, Atlanta 12, Georgia in 1956. Of the one hundred and four graduates, ninety, or 87.0 per cent still reside in Atlanta and were delivered questionnaires; ten, or 10.0 per cent resided out of the city and were mailed questionnaires; four, or 3.0 per cent are incarcerated and did not receive questionnaires.

Geographical Location

Table 2

There were ninety, or 86.4 per cent of the graduates presently residing in Georgia; six, or 6.0 per cent living in other states; four, or 3.8 per cent each, are in the Armed Forces and incarcerated.

Number of Questionnaires Returned

Table 3

Of the ninety, or 100.0 per cent of the graduates returning questionnaires, forty-six, or 51.0 per cent were female subjects, whereas, forty-four or 49.0 per cent were male subjects.

School Leavers

Table 4

Fifty-one, or 49.1 per cent of the graduates left school by graduation; whereas, fifty-three or 50.9 per cent dropped out before graduating from

high school.

High School Drop-Outs

Table 5

Of the fifty-three, or 50.9 per cent of the graduates that dropped out of high school, twelve, or 22.6 per cent dropped out in the eighth grade; twenty-two, or 41.5 per cent in the ninth grade; eleven, or 20.7 per cent in the tenth grade; and seven, or 7.6 per cent each, in the eleventh and twelfth grades.

Graduates Attending College, Some School Other Than
College for Advance Study and Employment Status

Table 6

Of the ninety graduates, twenty-eight, or 31.1 per cent are unemployed; thirty-seven, or 30.0 per cent are employed; twenty-one, or 23.3 per cent are attending some other school for advanced study; and only fourteen, or 15.6 per cent are attending college.

Schools Other Than College Attended for Advanced
Study

Table 7

Of the graduates attending schools other than college for advanced study, six, or 28.3 per cent are attending Beauty Culture School; four or 19.2 per cent, Business School; three, or 14.3 per cent each, Mortuary Science, Nursing and Vocational School; and two or 9.5 per cent are attending Barbering School.

Present Occupations

Table 8

Of the twenty-seven graduates that are employed, the majority, twenty-three, or 85.1 per cent are common laborers; whereas, only four, or 14.9 per cent are in the Armed Forces.

Marital Status

Table 9

Of the total ninety graduates who were subjects for this study, the majority, seventy-six or 84.5 per cent are single; twelve, or 13.5 per cent are married; and two, or 2.0 per cent are separated.

Outstanding Strengths In The Elementary School Curriculum

Table 10

The graduates indicated by twenty-four, or 7.7 per cent of the total three hundred-ten, frequency of responses, that the technique or activity of writing, memorizing and reciting poems as being the most outstanding strength in the elementary school curriculum. The remaining two hundred-eighty six or 92.3 per cent frequency of responses by the graduates indicated "strengths" of a similar nature.

Outstanding Weaknesses in the Elementary School Curriculum

Table 11

The graduates indicated by fifty-nine, or 19.6 per cent of the total three hundred ten frequency of responses, the science program as being the most outstanding weakness in the elementary school curriculum.

Subjects Graduates Found Should Have Been Included in the Elementary School Curriculum and the Degree to Which They Were Needed

Table 12

The majority of seventy, or 77.8 per cent of the ninety graduates indicated that foreign languages should have been included in the elementary curriculum; they indicated that they needed it very much; the remaining twenty or 22.2 per cent indicated they needed it very little, little and much.

Experiences Graduates Found Should Have Been Included
in the Elementary Curriculum

Table 13

The majority or fifty-nine, or 65.6 per cent of the graduates indicated that they found the experience of rotating classes should have been included in the elementary curriculum; they indicated that they needed this experience very much.

Curricular Experiences That Proved Most Helpful
to the Graduates in Their Present Jobs

Table 14

Of the total twenty-seven employed graduates, five, or 5.7 per cent indicated that the skills of reading and writing proved most helpful to them in their present jobs; the remaining twenty-two or 24.3 per cent indicated similar experiences; the sixty three, or 70.0 per cent unemployed graduates did not respond to the questionnaire item.

Co-Curricular Experiences That Proved Most
Helpful to the Graduates in Their
Present Jobs

Table 15

Of the total twenty-seven employed graduates, fifteen, or 16.8 per cent indicated that the Boy Scouts, Gray-Y Athletic Teams and the Student

Council were the co-curricular experiences that proved most helpful to them in their present jobs; the remaining twelve, or 13.2 per cent indicated co-curricular experiences of a similar nature; sixty-three, or 70.0 per cent that are not employed did not respond to the questionnaire item.

Registered Voters

Table 16

Of the total ninety graduates concerned in this study, seventy-five, or 83.3 per cent are registered voters; whereas, fifteen, or 16.7 per cent are not registered voters.

Participation in Civic Activities

Table 17

Of the total one hundred-fifty seven frequency of responses by the graduates, fifty or 31.9 per cent of that total identified the N.A.A.C.P. as the civic activity the majority were participating in. The other one hundred-seven, or 68.1 per cent are participating in similar civic activities.

Curricular Experiences That Proved Most Helpful as They Adjusted to Adult Citizenry as Indicated by the Graduates

Table 18

Of the total three hundred eight frequency of responses by the graduates, eighty-one or 22.0 per cent of the total identified English as the curricular experience that proved most helpful to them as they adjusted to adult citizenry; the remaining two hundred - twenty seven or 78.0 per cent identified curricular experiences of a similar nature.

Curricular Experiences That Proved Least Helpful to Graduates
As They Adjusted To Adult Citizenry

Table 19

Of the total one hundred-two frequency of responses by the graduates, thirty-five or 34.3 per cent of that total identified music as the curricular experience that proved least helpful to them as they adjusted to adult citizenry. The other sixty-seven, or 65.7 per cent identified curricular experiences that were similar in nature.

Levels of Achievement in High School Subjects as
Earned by the Graduates

Table 20

Eighty three or 13.2 per cent of the graduates earned "excellent" grades in all high school subjects; one hundred-sixty five or 23.5 per cent earned "good grades" in all high school subjects; two hundred fifty-eight, or 36.7 per cent earned "fair" grades in all high school subjects; and one hundred-eighty seven, or 26.6 per cent earned "poor" grades in all high school subjects.

Elementary and High School Letter Grades Showing
The Relationship Between the Degree of
Academic Success Experienced by
The Graduates

Table 21

The mean average of elementary grades for the male graduates was 2.48 or C+; and 2.68 or B- for the female graduates; the mean average of high school grades for the male graduates was 2.16 or C; and 2.60 or B- for the female graduates.

Scholastic Honors, Awards and Scholarships Won by
The Graduates

Table 22

Of the total fifty-six frequencies identifying, awards, honors and scholarships won by the graduates, sixteen or 28.5 per cent of that total were identified as having won scholarships to college; whereas, the remaining forty or 71.5 per cent won other honors and awards.

Factors in the Socio-Economic Background of the Graduates
that Seem to Have Significance for Their Future
Academic History

Table 23

Forty-six or 51.1 per cent of the graduates' parents work on non-professional jobs; whereas, eighteen, or 20.0 per cent are employed in professional or government work; or, are in business; twenty-six, or 28.9 per cent of the parents' occupations are unknown; thirty-eight, or 42.2 per cent of the graduates live in houses and dwelling areas that are classified as fair; whereas, the remaining fifty-two or 57.9 per cent reside in houses and dwelling areas classified as good and poor; thirty-eight, or 42.2 per cent of the graduates are from broken homes; thirty-five, or 38.9 per cent from stable homes; and the family status for seventeen, or 18.9 per cent is unknown; forty-four, or 48.9 per cent of the graduates' parents have an elementary education; while twenty-six, or 28.9 per cent have a high school education; eight or 8.9 per cent have a college education; and the education for twelve, or 13.3 per cent is unknown; the number of children in the graduates families range from eight or 8.9 per cent for one child, to three or 3.3 per cent for fourteen children; eighteen or 20.0 per cent of the graduates' family size is unknown.

Conclusions.--The analysis and interpretation of the data seem to warrant the following conclusions:

1. There is a need for courses in foreign languages, algebra, typing, and orientation to high school. These courses were expressed as needs by the graduates.
2. The mobility of the graduates of the Nathan B. Forrest Elementary School, Atlanta 12, Georgia, is very low. Only 10.0 per cent reside in other states.
3. More of the graduates, 50.9 per cent left school by dropping out rather than by graduation.
4. More of the graduates that are not employed or attending college or other schools for advanced study, are unemployed. (31.1 per cent).
5. Most of the graduates, 84.5 per cent are still single.
6. Most of the graduates are registered voters, 83.3 per cent and are participating in the Civic Life of the community.
7. The socio-economic status of the graduates' families is low.
8. Most of the employed graduates work as common laborers.
9. The graduates showed an appreciable inverse relationship between elementary and high school achievement in favor of elementary school accomplishment.
10. The level of achievement of the graduates in high school subjects is only fair.
11. The science program was expressed as a weakness.
12. The graduates need the curricular experience of rotating classes to help them adjust to this experience in high school.
13. In spite of limitations the school has done a fairly good job in motivating and assisting its graduates in continuing their academic and vocational destinations.

Implications.--The interpretation of the data appear to warrant the following implications.

1. The curriculum of the Nathan B. Forrest Elementary School, Atlanta 12, Georgia, needs to be studied and revised so as to more adequately prepare graduates for the high school program.
2. An adequate and functional guidance program needs to be instituted in the Nathan B. Forrest Elementary School, Atlanta 12, Georgia.

3. Follow-up studies should be conducted periodically to determine if the school is adequately meeting the needs of its products.

Recommendations.--It is the belief of the writer that the findings of this research would warrant the following recommendations:

1. A functional and adequate guidance program should be instituted in the school with emphasis upon the vocational outlook of the pupils.
2. The school should include the testing of aptitudes in its testing program for the purpose of providing educational and vocational guidance for its pupils.
3. The curriculum should be studied and revised to include the subjects and/or experiences the graduates indicated they needed.
4. The school should strengthen its science program.
5. The school should plan in-service programs to study and affect plans for raising the level of achievement of the pupils.
6. The school should conduct periodic follow-up studies to determine if the needs of the pupils are being met.
7. School administrators, teachers and lay people should work closely together to affect plans for alleviating the large number of pupils who drop out of school before achieving high school graduation.

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APPENDICES

671 Forrest Road, N. E.
Atlanta 12, Georgia
May 21, 1962

Dear Former Student:

I am a student in the School of Education at Atlanta University. I am interested in doing a study of the former students of Nathan B. Forrest School for the years 1956-1961 as part of my requirement for the Master of Arts Degree in Elementary Education.

I am hoping that this study will help the boys and girls who are enrolled at Forrest now.

You can help me to do this study by completing the enclosed questionnaire and returning it to me in the stamped-addressed envelope.

Cordially yours,

A. O. Hill

AOH/acb

QUESTIONNAIRE

Directions:

1. Read the questionnaire over carefully.
2. Check the answers that are applicable to you or list the answers briefly wherever you are asked to do so.
3. Return the questionnaire to me in the stamped-addressed envelope immediately.

1. What is your sex? _____ Male _____ Female

2. What is your marital status? (Please check)

_____ Married

_____ Single

_____ Divorced

_____ Separated

_____ Widowed

3. Did you graduate from high school? _____ Yes _____ No

4. Are you attending college? _____ Yes _____ No

5. If you are attending some school other than college for advanced study, indicate by checking.

_____ Barbering _____ Nursing

_____ Beauty Culture _____ Vocational

_____ Business _____ Others (Please list)

_____ Mortuary Science

6. If you graduated from high school and are not attending college or some other school for advance study, are you presently employed?

_____ Yes _____ No

7. If you are employed what is your occupation?

_____ Construction _____ Laundry

_____ Public Work _____ Restaurant
 _____ Domestic Service (Maid, cook, butler, yardman)
 _____ Armed Forces _____ Others (Please list)

8. As you continued your education, what did you find to be the most outstanding strengths in the elementary curriculum?

(Please list)

a.

b.

c.

d.

9. As you continued your education, what outstanding weaknesses did you recognize in the elementary curriculum? (Please list)

a.

b.

c.

d.

10. What subjects not offered by your elementary school did you find should have been included in the curriculum? (Please list)

a.

b.

c.

d.

11. Indicate the degree to which you needed the subjects you listed in Question ten (10), (check one.)

_____ Very little

_____ Little

_____ Much

_____ Very Much

12. What experiences not offered by your elementary school did you find should have been included in the curriculum? (Please list).

a.

b.

c.

d.

13. Indicate the degree to which you needed the experiences you listed in Question (12), (Please check).

_____ Very little

_____ Little

_____ Much

_____ Very much

14. Indicate the curricular experiences that proved to be most helpful to you in your present job.

a.

b.

c.

d.

15. What co-curricular experiences proved to be most helpful to you in your job?

a.

b.

c.

d.

16. Are you a registered voter? _____ Yes _____ No

17. What civic activities do you participate in, in your community?
(Please list)

a.

b.

c.

d.

18. What curricular experience did you find most helpful as you
adjusted to adult citizenry? (Please list)

a.

b.

c.

d.

19. What curricular experience did you find least helpful to you
during your adjustment to adult citizenry? (Please list)

a.

b.

c.

d.

DATA COLLECTION SHEET

(For Collecting Data from the Elementary and High School Records)

Student's Name _____ Sex _____ Birthdate _____

Address _____ Phone _____

Parent or Guardian _____ Address _____

Marital Status _____ No. of Children in Family _____

Parent's Occupation _____ Education _____

Graduate (Date: _____) School Leaver (Grade: _____)

Scholastic Honors Won _____

National Honor Societies _____

Awards Won _____

Scholarships to College _____

Elementary Grades:

Subjects	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.
Language Arts							
Spelling							
Reading							
Arithmetic							
Science							
Social Studies							
Music							
Art							
Physical Education							
Writing							

High School Grades:

Subjects	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
English					
Mathematics					
Science					
Health					
Social Studies					
Homemaking					
Industrial Arts					
Physical Education					
Music					
Art					
Foreign Languages					
Business Education					

Interview Items:

	Good	Fair	Poor
Location of Home			
Condition of Dwelling Area			
Modern Conveniences	Yes		
	No		

VITA

Hill, Andrew Orlando

Education: A. B., Clark College, 1949, Atlanta, Georgia. Major, Social Science, Minor, Education. Atlanta University School of Education from summer 1958-1962.

Experience: Soloist, Sam Chapman's Band, Philadelphia, Pennsylvania, 1936-1941. Communications Officer, 24th Infantry, United States Army, 1941-1945. Baritone Soloist, Philharmonic Society, Clark College, 1945-1949. President of Social Science Club, Clark College, 1948-1949. Teacher, 13 years, Atlanta Board of Education, Atlanta, Georgia. Six years at Booker T. Washington High School, Atlanta, Georgia, 1949-1955; and seven years, Nathan B. Forrest Elementary School, Atlanta, Georgia, 1955-1962. Narrator for City Wide Elementary School Concert; and served as Student Assistant at Atlanta University.

Professional Activities: Member of Omega Psi Phi Fraternity; Member of Empire Real Estate Board; Member of Atlanta Quarterback Club, One of the Umpire-in-chiefs of Atlanta High School Baseball Teams; Member of the Board of Directors, N. E. Civic Club; Cub Scout Master, Pack 304, Nathan B. Forrest School; Treasurer, Nathan B. Forrest P. T. A., Civil Defense Coordinator, Nathan B. Forrest School and Manager and Trainer of Nathan B. Forrest Extra Point Little League Baseball Team; Teacher of Year, Nathan B. Forrest Elementary School, 1957-1958.

Employment: Teacher, Atlanta Board of Education and Salesman for Smith Realty Company, Atlanta, Georgia.

Religious Affiliation: Member of First Baptist Church, Atlanta, Georgia, Superintendent of Sunday School and Teacher of Adult Class.

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